DOCUMENT RESUME

ED 233 394 CS 207 812

AUTHOR	Hocker, Gail T.
TITLE	A Course in Beginning English: English (B) Lesson Plans.
INSTITUTION	Alaska State Dept. of Education, Juneau.
PUB DATE	80
NOTE	203p.; For a related document, see CS 207 811.
AVAILABLE FROM	Centralized Correspondence Study, Pouch GA, Juneau, AK 99811 ($27.00).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Correspondence Study; *English Instruction; *Grammar; High Schools; Independent Study; *Literature Appreciation; Reading Comprehension; Units of Study
IDENTIFIERS	Alaska

ABSTRACT

One of two books prepared for high school level correspondence students in Alaska, this collection of lesson plans stresses problem areas in English grammar and the comprehension of literature. Topics covered in the plans are (1) subjective, objective, relative, possessive, and indefinite pronouns; (2) possessives; (3) sentence fragments and run-ons; (4) synonyms, antonyms, and homonyms; (5) diagramming simple sentences; (6) transitive and intransitive verbs; (7) paragraph organization; (8) topic sentences; (9) theme writing; (10) novel study; (11) poetry; (12) tall tales; (13) myths; (14) dangling modifiers; (15) "The Red Badge of Courage"; (16) commas and colons; (17) letter writing; (18) forms, resumes, and cover letters; and (19) "The Ransom of Red Chief." Each plan contains a statement of objectives, a self-check test, and a worksheet. Instructions for using the book and answer keys for the self-check tests are also included. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED233394

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Gail T. Hocker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A COURSE IN
BEGINNING ENGLISH
ENGLISH (B)

by

Gail T. Hocker

ENGLISH (B) LESSON PLANS

Centralized Correspondence Study
Alaska State Department of Education
Pouch GA
Juneau, Alaska

CS 207812

Copyright © 1980 by Centralized Correspondence Study
Alaska Department of Education

Acknowledgements

The high school English program of Centralized Correspondence Study, Alaska State Department of Education, gratefully acknowledges the courtesy extended by the British Columbia Department of Education and Mr. Richard Abercrombie for allowing us to use materials developed for their VAST (Vocational Adult Secondary Training) Program.

In addition, this course makes use of materials published by McDougal, Littell and Company. We would like to acknowledge their courtesy in allowing us to print certain parts of their manuals from the American Classics Series.

TABLE OF CONTENTS

Introduction

Sending and Receiving Materials

How To Study

- Materials You'll Need
- How to Start
- Scheduling Your Time

Assignments
- Daily Assignments
- Worksheets
- Extra Credit
- Tests

Unit VII
- Lesson 19
  - Assignment 1 Subjective Pronouns
  - Assignment 2 Objective and Relative Pronouns
  - Assignment 3 Possessive and Indefinite Pronouns
  - Assignment 4 "The Pit and the Pendulum"
  - Assignment 5 Worksheet 19
- Lesson 20
  - Assignment 1 Possessives
  - Assignment 2 Review of Sentences and Fragments
  - Assignment 3 Run-on Sentences
  - Assignment 4 Synonyms, Antonyms and Homonyms
  - Assignment 5 Worksheet 20
- Lesson 21
  - Assignment 1 Diagramming Simple Sentences
  - Assignment 2 Transitive and Instransitive Verbs
  - Assignment 3 Worksheet 21
  - Assignment 4 Review
  - Assignment 5 Unit Test VIIA
  - Assignment * Story Selection for Unit IX

Unit VIII
- Lesson 22
  - Assignments 1-4 Paragraph Organization
  - Assignment 5 Worksheet 22
- Lesson 23
  - Assignments 1-2 Topic Sentences
  - Assignment 3 Paragraph
  - Assignment 4 Revising the Paragraph
  - Assignment 5 Worksheet 23

- Lesson 24
  - Assignments 1-4 Theme Writing
  - Assignment 5 Worksheet 24
- Unit IX
  - Lessons 25-27 Concentrated Study of a Novel or Selected Short Stories
- Unit X
  - Lesson 28
    - Assignments 1-5 Poetry
  - Lesson 29
    - Assignment 1 "Occurrence at Owl Creek Bridge"
    - Assignment 2 Tall-tales
    - Assignment 3 Myths
    - Assignment 4 Spelling
    - Assignment 5 Worksheet 29
  - Lesson 30
    - Assignment 1 "Love of Life"
    - Assignment 2 Dangling Modifiers
    - Assignment 3 Fun
    - Assignment 4 Review
    - Assignment 5 Unit Test XA
- Unit XI
  - Lessons 31-33 Concentrated Study of The Red Badge of Courage
- Unit XII
  - Lesson 34
    - Assignment 1 Commas and Colons
    - Assignment 2 Letters (Friendly)
    - Assignment 3 Letters (Thank You, Invitational)
    - Assignment 4 Letters (Business)
    - Assignment 5 Worksheet 34
  - Lesson 35
    - Assignment 1 Forms
    - Assignment 2 Resumé
    - Assignment 3 Cover Letter
    - Assignment 4 Worksheet 35(A)
    - Assignment 5 Worksheet 35(B)
  - Lesson 36
    - Assignment 1 "Ransom of Red Chief"
    - Assignment 2 Writing
    - Assignment 3 Review
    - Assignment 4 Unit Test XIIA - Part I
    - Assignment 5 Unit Test XIIA - Part II

INTRODUCTION

This is your lesson plan book for English (B), a course designed to help you overcome problem areas in English grammar and/or comprehension of literature.

The course has been planned so that you learn one idea at a time. You should do each assignment as it is given to you.

As you work through the lesson plans, you will notice copies of Alaska highway signs have been added at various places. These are there for two purposes. They are there:

1. to alert you to a skill or fact on which you should work harder.
2. to familiarize you with Alaska highway signs. If you are not now driving, you will be later. Here, you'll get a head start on being a safe driver.

BEFORE YOU START

You must have a supervisor. This can be your mother, your father or someone you know who is qualified to help you as you study in English (B). He or she has already agreed to this when the application for enrollment was signed. The supervisor will administer your tests and will mail the tests, worksheets and extra credit materials to the Correspondence Study office.

At Correspondence Study there is a certified teacher who will evaluate the worksheets and tests. This teacher will also record your grades and issue a completion certificate when you have finished the course. It is extremely important that you contact the C/S advisory teacher if you have problems. She is genuinely interested in helping you learn the material with the least amount of trouble.

SENDING AND RECEIVING MATERIALS

Complete directions on how to work through the lesson plans will be given in the next section "How to Study." However, you know that you are to get your tests from your supervisor, and that that person will mail the tests and worksheets to the Correspondence Study office. You should also know that the advisory teacher will make corrections and suggestions on both the tests and the worksheets. You should review these suggestions and corrections carefully. As we said before, the course builds one skill upon the other. You must master each. If you fail a test, the advisory teacher will probably ask you to study the material again and take a second test.

HOW TO STUDY

Materials You'll Need

Check these off to make sure you received everything:

______1. English (B) Lesson Plans (this book)

______2. Manual for the supervisor

______3. *Stories That Live*

______4. 8 pre-stamped envelopes

HOW TO START

Before you start this course, schedule your time. It will be so easy to put off doing English for "just one day." However, that one day can throw you behind. So, schedule your time. Use the schedule that has been included here. Allow 45-60 minutes, five days each week. Be sure you include time for chores, for work outside the home, for other subjects and for relaxation.

WEEKLY TIME SCHEDULE

The schedule should have eight hours for sleep, one-half hour of recreation after evening meals, and an hour of study for each subject.

Hour	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
(A.M.) 7-8							
8-9							
9-10							
10-11							
11-12							
(P.M.) 12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Practice using this schedule. If some things don't work out, change the schedule to satisfy your needs.

After you have your schedule worked out, you'll be ready to start. Here is what most units contain:

Unit (3 weeks of work)

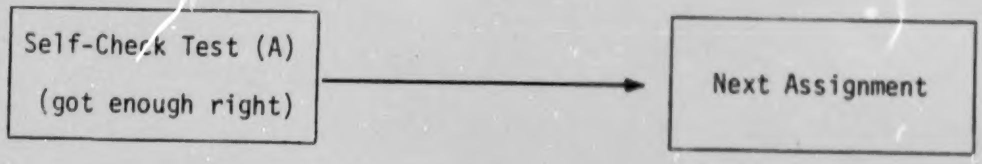
Lesson (1 week)	Lesson (1 week)	Lesson (1 week)
Assignment (1 day)	Assignment (1 day)	Assignment (1 day)
Assignment (1 day)	Assignment (1 day)	Assignment (1 day)
Assignment (1 day)	Assignment (1 day)	Worksheet (1 day)
Assignment (1 day)	Assignment (1 day)	Review (1 day)
Worksheet (1 day)	Worksheet (1 day)	Unit Test (1 day)

DAILY ASSIGNMENTS

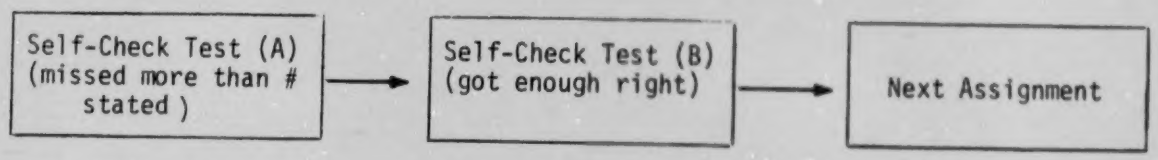
Most daily assignments have two tests with them. These are called Self-Check Tests. There is always a key at the end of the lesson that will allow you to grade yourself and note progress or problems. You are told to take the first Self-Check Test after you complete the reading assignment.

Then you grade your work. If you get a certain number correct, go on to the next assignment. If you miss more than the number stated for that test, you are to review the material and take the second Self-Check Test before going on.

Example



- BUT -



**The Self-Check Tests are not to be mailed to Correspondence Study.*

WORKSHEETS

At the end of each of the lessons are the worksheets. These worksheets are to be completed after you have studied the material for that lesson and have passed the Self-Check Test(s).

*ALL WORKSHEETS ARE TO BE MAILED TO CORRESPONDENCE STUDY.

TESTS

After you have completed three lessons, you will be given a day for review. On the following day, you will ask your supervisor to give you the test for that unit. As you take the test you should have the test, two sharp pencils and your ready mind. Do not use your texts, the lesson plans or notes.

There will be parts of English (B) that you do not enjoy. There will be other parts which seem like fun. However, you should keep in mind the fact that every assignment is designed to help you to grow in the use of correct English grammar and in the comprehension of reading materials. Don't "short change" yourself. Take advantage of this opportunity to learn something that will help you for the rest of your life.

UNIT VII

LESSON 19

ASSIGNMENTS:

1. Subjective Pronouns
2. Objective and Relative Pronouns
3. Possessive and Indefinite Pronouns
4. Story - "The Pit and the Pendulum"
5. Worksheet 19

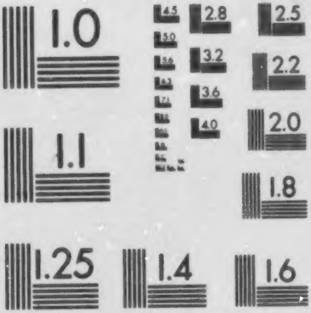
OBJECTIVES: The student will be able to:

1. use subjective pronouns correctly.

2. use objective pronouns and relative pronouns correctly.

3. use possessive pronouns, possessive pronoun adjectives and indefinite pronouns correctly.

4. read a given story and answer comprehension questions about the story.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Lesson 19

Assignment 1: Subjective Pronouns

Objective: The student will be able to use subjective pronouns correctly

It is not always necessary to repeat a person's name when talking to or referring to that person; similarly, we would not repeat the same noun when discussing an object. Nobody says "Where is by book? I saw my book a few minutes ago. My book has a red cover." For variety and clarity we can make a simple substitution. For example:

Where is my book? I saw it a few minutes ago.

There is the man I met. He fixed the tire.

Margaret rides a bicycle to work. She gets lots of exercise.

The children ate popsicles. Now, they have sticky hands.

The words it, he, she and they take the place of book, man, Margaret and children. A word that takes the place of a noun in a sentence is called a *pronoun*.

When we are talking or writing to a person, instead of repeating his or her name, we use the pronoun you. This makes for more pleasant listening and reading. When we refer to ourselves, we use the pronouns I and we.

Another pronoun is used if we want to change a statement into a question. For example:

The man washed the car. Who washed the car?

Martha fell down the stairs. Who fell down the stairs?

These pronouns are subject pronouns. They are used instead of nouns as the subjects of verbs. The subject pronouns are:

I
you
he
she
we
they
who
it

SLOWER
TRAFFIC
KEEP
RIGHT

Some Hints in Subjective Pronoun Usage

1. Avoid use of a pronoun as a double subject.

   Don't write: My father he said that he was 49.
   Write: My father said that he was 49.

2. To choose the correct form of the pronoun to follow than or as, complete the sentence.

   She is older than (he, him). (Complete the sentence.)

   She is older than he is.

   He becomes the obvious choice. Him is doesn't sound right.

3. To choose the correct form of the pronoun having a compound subject leave out the name.

   Jerry and (I, Me) went to the movies.

   (Leave out Jerry.) You wouldn't write me went to the movie, and so I is the correct choice.

4. Replace who with the subject pronouns he or they. Which sounds right?

   Examples:

   (Who, Whom) did the work?

   Replacing who with he - He did the work - sounds right. Who, then, is correct. Who and he are both subject pronouns and can be used as subjects.

RIGHT
TURN
ONLY

Complements:

The verb to be (am, are, is, was, were) does not take an object, but takes what is called a complement. Complements are in the subject form and take subject pronouns.

Examples:

That is he. (not him)
I thought you were she. (not her)

Now take Self-Check Test 19-1(A)

Self-Check Test 19-1(A)

A. Directions: Fill in the correct form of the subject pronoun.

1. (Him, He) ________________ and (I, me)________________ went.
2. It was ________________ (she, her).
3. Mary is taller than ________________ (I, me).
4. Yesterday, Joe and ________________ (they, them) found the dog.
5. (We, Us) ________________ had to leave.

B. Directions: Put a line through the subject and write the correct pronoun form above it.

1. Joe walked into the room.
2. Helen stood behind the door.
3. A snake crawled onto the porch.
4. Paul and John walked to our house.
5. Ted and Sue have gone.

Check your answers with the key which is located at the end of this lesson. You should have been able to complete nine of the ten sentences correctly. If you did get at least nine sentences correct, start assignment 2.

-BUT-

If you missed two or more sentences, review subject pronouns and take Self-Check 19-1(B).

Self-Check Test 19-1(B)

A. Directions: Fill in the correct form of the subject pronoun.

1. (He, Him) ________________ ran from u[illegible]
2. (Us, We) ________________ walked away qu[illegible]

Self-Check Test 19-1(B) continued

3. (Who, Whom) ________________ made the pizza?

4. (They, Them) ________________ baked it yesterday.

5. (Me, I) ________________ certainly like it.

B. Directions: Put a line through the subject and write the correct pronoun form above it.

1. Jane walks most gracefully.

2. Dad is quite ill now.

3. The train came too soon.

4. Dan, Sue and Ann stayed on.

5. The teacher wrote to me.

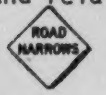
Check your answers with the key. Go on to assignment 2.

Lesson 19

Assignment 2: Objective and Relative Pronouns

Objective: The student will be able to use objective pronouns and relative pronouns correctly.

Today's lesson will deal with two other kinds of pronouns- objective and relative.



OBJECT PRONOUNS

A pronoun is an object pronoun if it is an

(i) object (or indirect object) of a verb.
Note: an object of a verb answers the question whom or what?

Fred saw him. (saw whom? saw him, and so him is the object)

Susan threw it. (threw what? threw it, and so it is the object)

(ii) object of a preposition (of, at, to, over, in, etc.)
Note: the object of a preposition also answers the question whom or what?

Shirley went with her. (Her is object of the preposition with - with whom?)

He jumped over it. (It is object of the preposition over - over what?)

Often the subject or object form of a pronoun comes naturally to most of us because we hear them all the time. For example you would never say, "Help I!" or "Give it to she." You would say, "Help me!" or "Give it to her." "Me" is the object of the action of the verb help, and "her" is the object of the preposition to.

The object pronouns are:

me
you
him
her
us
them
whom
it

PASS WITH CARE

Some Hints in Objective Pronoun Use

1. To choose the correct form of the pronoun having a compound object, leave out the name.

   Give the job to Jerry and (he, him). (Leave out Jerry.)
   Give the job to him.

2. Replace whom with the object pronouns him or them.

   She went to the show with (who, whom).

   Note: Replace who with he. She went to the show with he - doesn't sound right. Replace whom with him. She went to the show with him - sounds right. Whom, then, is correct.
   Sometimes you will have to juggle the words a little, but usually this method will work.

BEGIN

RELATIVE PRONOUNS

Relative pronouns refer to nouns or other pronouns.

Who and whom refer to people.

That and which refer to animals and things.

What has nothing to refer to.

Examples

The dog that I feed is black and white.
What did he say?
I will buy the car which gets the most miles per gallon.
Pete, who plays football, broke his leg.
I gave it to Jan whom I saw downtown.

END

Now take Self-Check Test 19-2(A) which follows.

Self-Check Test 19-2(A)

A. Directions: Fill in the blank with the correct pronoun.

1. Come with ______________. (I, me)

2. ______________ ate the cake. (I, me)

3. John hugged ______________. (she, her)

4. ______________ caught the salmon. (She, Her)

5. The waves splashed on ______________. (we, us)

B. Directions: Write the correct form of the pronoun (who, which, that, what, whom).

1. The committee, ______________ met yesterday, turned down our request.

2. The coach has two good linemen ______________ he can use this season.

3. I like music ______________ has some melody.

Check your answers with the key at the end of this lesson. You should have seven of the eight pronouns correct. If you have fewer than seven, take Self-Check Test 19-2(B).

Self-Check Test 19-2(B)

A. Directions: Fill in the blank with the correct pronoun.

1. ______________ saw a good movie. (We, Us)

2. Get directions from ______________. (he, him)

3. ______________ has been there before. (He, Him)

4. The lights shone on ______________. (they, them)

5. ______________ smiled and waved (They, Them)

Self-Check Test 19-2(B)

B. Directions: Write the correct form of the pronoun (who which, that, what, whom.)

1. It was Jill ______________ told her about the party.
2. There goes the bus ______________ he was counting on to get him there early.
3. The kittens ______________ he rescued are doing fine.

Lesson 19

Assignment 3: Possessive and Indefinite Pronouns

Objective: The student will be able to use possessive pronouns, possessive pronoun adjectives and indefinite pronouns correctly.

You've learned about subjective, objective and relative pronouns. There are also pronouns which show possession. Some are used to describe a noun (pronoun adjectives) and others are used alone (pronouns).

Possessive Pronouns (used alone)	Possessive Pronoun Adjectives (used with nouns)
mine	my
yours	your
his	his
hers	her
its	its
ours	our
theirs	their
whose	whose

For example, we would say, "That is my book. It is not hers." or "Puffy is our cat. She is not theirs."

Be careful not to confuse the possessive forms its, your, their, theirs, and whose with the contractions it's, you're, they're, there's and who's. Remember also that the possessive pronouns do not have apostrophes. The form is all that is necessary to show possession.

For example: (Study these carefully!)

That chocolate cake is scrumptious. I like its flavor.

It's painted white, but its paint is peeling on the south side.

There's a beagle like mine; theirs is a basset hound.

They're packed and ready. Their pack is red.

Who's happy? Whose happiness is most important?

The next group of pronouns is called INDEFINITE PRONOUNS. An indefinite pronoun is used when we are not referring to any particular person or thing. The first set of indefinite pronouns is always used with a singular verb. This group includes:

- another
- anybody
- anyone
- each
- either
- everybody
- everyone
- neither
- nobody
- one
- somebody
- someone

➡ These pronouns are always used with a singular verb.

For example:

Nobody is at the door.

Either of those movies provides good entertainment.

Someone gives Easter eggs to the children every year.

Everybody likes hot dogs.

The following indefinite pronouns are used with a plural verb:

- both
- few
- many
- others
- several

For example:

The students are very keen. Several are here already.

It is hard to choose; both look beautiful.

Many like hot dogs with onions.

The last group of indefinite pronouns is more confusing since they are used with a singular verb when they indicate how much and with a plural verb when they indicate how many.

For example:

All of the sugar was used.

All the dogs like cheese.

Some of the coast line was polluted.

Some of the birds were killed.

DO NOT PASS

Stop right now and study through this lesson again. Many pronoun forms are taught that most students misuse.

Now take Self-Check Test 19-3(A).

A. Directions: Use the correct form of the possessive pronoun.

1. The blue car is _______________. (my, mine)
2. Is _______________ car blue too? (your, yours, your's)
3. _______________ children go to school by correspondence. (Her, Hers, Her's)
4. _______________ is a comfortable apartment. (Our, Ours, Our's)
5. _______________ dog likes apples. (Their, Theirs, Their's)

B. Directions: Use the correct form of the verb.

1. Anybody who goes there _______________ very brave. (is, are)
2. Others _______________ not come back. (has, have)
3. Neither _______________ like real orange juice. (tastes, taste)
4. Nobody _______________ hot dogs with maple syrup. (likes, like)
5. Many _______________ called. (is, are)

Check your answers with the key. If you have eight or more correct, go on to assignment 4.

-BUT-

If you have fewer than eight correct, review the material and take Self-Check Test 19-3(B).

Self-Check Test 19-3(B)

A. Directions: Use the correct form of the possessive pronoun.

1. My coat is blue; ______________ are red plaid. (their, theirs, their's)

2. ______________ arms must be tired after carrying the baby for so long. (Her, Her's)

3. Why can't we leave ______________ books on that table? (our, our's, ours)

4. The children didn't know ______________ car was parked in front of the house. (who's, whose)

5. The small, white cat is ______________. (my, mine)

B. Directions: Use the correct form of the verb.

1. Few ______________ chosen. (is, are)

2. Everybody over 12 ______________ the same fare on the ferry. (pays, pay)

3. All of the children ______________ here. (is, are)

4. None of the cake ______________ left. (was, were)

5. Some accidents ______________ avoidable. (is, are)

Check your answers with the key.

Go on to assignment 4.

Lesson 19

Assignment 4: Story ("The Pit and the Pendulum")

Objective: The student will be able to read a given story and answer comprehension questions about the story.

Now read "The Pit and the Pendulum" which begins on page 156 of Stories That Live. When you have finished reading, you should work Exercises A and B on pages 162-163. The answers will be in the key at the end of the lesson. If you don't do well on the exercises, be sure you read the story again.

Exercise A (pp. 162-163)

1.

2.

3.

4.

5.

Exercise B (p. 163)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Check your answers with the key and go on to assignment 5.

Self-Check Test 19-1(A)

A. 1. He, I
2. she
3. I
4. they
5. We

B. 1. He
2. She
3. It
4. They
5. He, She

Self-Check Test 19-1(B)

A. 1. He
2. We
3. Who
4. They
5. I

B. 1. She
2. He
3. It
4. They
5. She/He

Self-Check Test 19-2(A)

A. 1. me
2. I
3. her
4. She
5. us

B. 1. which
2. whom
3. that

Self-Check Test 19-2(B)

A. 1. We
2. him
3. He
4. them
5. They

B. 1. who
2. which
3. that

Self-Check Test 19-3(A)

A. 1. mine
2. your
3. her
4. ours
5. their

B. 1. is
2. have
3. tastes
4. likes
5. are

Self-Check Test 19-3(B)

A.
1. theirs
2. Her
3. our
4. whose
5. mine

B.
1. are
2. pays
3. are
4. was
5. are

"The Pit and the Pendulum"

A.
1. c
2. c
3. b
4. a
5. c

B.
1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. T
10. T

Address ______________________ Name ______________________

Lesson 19

Assignment 5: Worksheet 19
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded in the C/S office.)

A. Directions: Place the correct pronoun in the blank.

1. We checked to see that everybody had turned ____________ lights out. (his, their)
2. Both Dawn and Paula will bring ____________ guitars. (her, their)
3. Anyone can become a good golfer if ____________ will practice every day. (you, he)
4. Just between you and ____________, he has no chance of getting the job. (I, me, myself)
5. Mr. Blair blamed the noisy group, particularly Sam, John and ____________. (me, I, myself)
6. I wonder ____________ has taken it. (who, which)
7. Please tell Pat and ____________ where to meet his mother. (I, me)
8. Bobbie is one of those people ____________ talks all the time. (who, which)
9. Neither of the cars has had ____________ tires checked. (its, their)
10. That is ____________ book. (our, ours)
11. ____________ women are very beautiful and talented. (Both, Each)
12. Will you go to the movie with Sandra and ____________? (he, him, himself)
13. Yesterday, Jane and ____________ learned how to skin rabbits. (I, me, myself)
14. I saw two men, one of ____________ was the famous actor Robert Redford. (which, whom)
15. ____________ and Paula are the stars of this show. (She, Her, Herself)

B. Directions: Write the letter of the definition in Column II that most closely matches each work in Column I.

_______ 1. heretic

_______ 2. despair

_______ 3. scythe

_______ 4. folly

_______ 5. dungeon

_______ 6. foul

_______ 7. lured

_______ 8. inquisition

_______ 9. jealousy

_______10. crescent-shaped

A. loss of hope

B. shaped like the moon in its first quarter

C. a church group that punished disbelievers

D. bad; nasty

E. ill feeling arising from distrust or envy of another

F. foolishness

G. a dark underground prison

H. a curved blade fastened to a curved handle; used in mowing hay

I. one who does not believe in the teachings of his church

J. tempted

MAIL THIS IN WITH YOUR UNIT VII TEST.

UNIT VII

LESSON 20

ASSIGNMENTS:

1. Possessives
2. Review of Sentences and Fragments
3. Run-on Sentences
4. Synonyms, Antonyms and Homonyms
5. Worksheet 20

OBJECTIVES: The student will be able to:

1. use an apostrophe to show possession or ownership.
2. identify sentences and fragments.
3. identify and correct run-on sentences.
4. define and use synonyms, antonyms and homonyms.

Lesson 20

Assignment 1: Possessives

Objective: The student will be able to use an apostrophe to show possession or ownership. The student will also be able to use possessive pronouns.

APOSTROPHES FOR SHOWING OWNERSHIP

The apostrophe (') is used to show ownership. (Ownership meaning that something is owned by or belongs to someone or something else.)

That is John's car. (The '*s* shows that John owns the car.)

Singular Ownership: To all singular owners add '*s* (even if the singular owner ends in s.)

This is Cathy's coat. (Cathy owns the coat.)

The bus's trolley snapped. (The bus owns the trolley.)

Plural Ownership:

1. To plural owners ending in *s* add an ' after the *s*.

   The boys' hockey sticks are in the car. (There is more than one boy, and they own the hockey sticks.)

   The speakers' tweeters are being repaired. (There is more than one speaker, and they own the tweeters.)

2. To plural owners not ending in *s*, add '*s*.

   The men's equipment is in the shed. (Men is plural, and the men own the equipment.)

   The sheep's coats were full of burs. (Sheep is plural, and the sheep own the coats.)

POSSESSIVE PRONOUNS

Possessive pronouns, as well as apostrophes, indicate ownership. You have already learned the possessive pronouns. They are *my, mine, your, yours, his, hers, her, its, our, ours, your, yours, their, theirs.*

NOTE: Never use an apostrophe (') with possessive pronouns.

> That book is hers, and the other is yours. (Hers and yours indicate ownership. NO apostrophes are used with these possessive pronouns.)
>
> My money is in her pocket. (My and her are possessive pronouns indicating ownership.)

Possessives are not hard to use. Just remember to decide whether the noun is singular or plural. Then add an '*s* or an '. Remember too that the possessive pronouns do not use apostrophes.

Now take Self-Check Test 20-1(A) to see if you do understand possessives.

Self-Check Test 20-1(A)

Directions: Supply the necessary apostrophes.

1. Mr. Wilsons car is parked in the Harrisons driveway.
2. This book is Sandras; that one is yours; the one over there is Peters; and the one on the table is ours.
3. The Richardsons think that my uncles dog buries its bones in Mr. Smiths back yard.
4. The Smiths sons had to borrow your fathers two snow shovels because theirs have disappeared.
5. After all the children had arrived for Marys birthday party, Mrs. Morgan hung the girls coats and scarves in the front hall and moved the boys raincoats and boots into the two closets in her oldest sons bedroom.

Check your answers with the key. You should have all of these sentences correctly punctuated. If you missed one part take Self-Check Test 20-1(B). If you got them all correct, go on to assignment 2.

Self-Check Test 20-1(B)

Directions: Supply the necessary apostrophes.

1. After the Robinsons dog had broken its leash, it chased Aunt Ediths cats up Mrs. Millers apple tree.
2. Theirs were next to yours and Franks, but hers was next to Pats.
3. The managers secretary wanted to know the price of boys tennis shoes and girls sandals.
4. The Websters think that your mothers friends met the Browns sons when they were visiting Charleys parents.
5. Because the Robertsons daughter is so young, she will need both her parents consent if she plans to get married.

Check your answers and go on to assignment 2.

Lesson 20

Assignment 2: Review of Sentences and Fragments

Objective: The student will be able to identify sentences and fragments.

Before you study run-on sentences, you should review the other types of sentences. Therefore, today you are to review sentences and fragments. Work carefully. The review before the study of run-on sentences will help you as you prepare to write paragraphs in later lessons.

Review of Sentences and Sentence Fragments

Sentences:

To be a complete sentence, a group of words must:

➡ express a complete thought
AND
contain both a subject and a verb. ⬅

Fragments:

A word group that does not contain both a subject and a verb is a fragment. A fragment does not express a complete thought.

Examples

Under the bench near the back of the shed. (This word group does not contain a verb. Therefore it is a fragment.)

And return to this office at three o'clock. (In this word group there is a verb (returned), but there is not a subject. There is not a word that tells you who returned. Therefore, the word group is a fragment.)

Sam returned to his office at three o'clock. (This word group contains both a subject (Sam) and a verb (returned). The word group expresses a complete thought, and it is therefore a sentence.)

Brush your hair. (This word group contains a verb (brush). The subject of the verb is understood (you). The word group expresses a complete thought, and it is therefore a sentence.)

Remember

You cannot join two sentences simply by placing a comma between them. If you wish to combine two sentences into a single sentence, you must use a connecting word (usually a conjunction).

Examples

Two sentences: Sally made some coffee. She served it to the guests.

Incorrectly combined: Sally made some coffee, she served it to the guests.

Correctly combined: Sally made some coffee, and she served it to the guests.

Take Self-Check Test 20-2(A)

Self-Check Test 20-2(A)

Directions: Read each of the following word groups carefully. If the word group is a complete sentence, write the word sentence. If the word group is not a complete sentence, write the word fragment.

1. And left the laundry bag outside the door of his room. ____________
2. Before breakfast, she went for a swim. ____________
3. The man talking to Dr. Simpson. ____________
4. Stop the car. ____________
5. Dinner will be served at eight o'clock. ____________
6. On the collar of his shirt and also on his handerchief. ____________
7. In the back yard is a rusty old swing. ____________
8. Also saw the president of the club buying the necessary supplies. ____________
9. In a quiet and mountainous part of Alaska. ____________
10. A man riding a very old donkey. ____________

Check your answers with the key. You should have all ten correct. If you do, go on to assignment 3. If you don't, take Self-Check Test 20-2(B).

Self-Check Test 20-2(B)

Directions: Read each of the following word groups carefully. If the word group is a complete sentence, write the word sentence. If the word group is not a complete sentence, write the word fragment.

1. Seeing the sun a midnight in Barrow. ______________
2. In some homes, on beaches, and even in hotels. ______________
3. Carrying a large box, the little boy came down the stairs. ______________
4. The girl in the tight blue dress. ______________
5. Open all the windows. ______________
6. Has grown rapidly during the last couple of years and now has a museum of its own. ______________
7. That is yours. ______________
8. While the manager of the department was writing out the bill, the customer waited patiently. ______________
9. And claimed the land for the Queen of Spain. ______________
10. Carved hundreds of ornamental figures and sold them. ______________

Check your answers with the key. Go on to assignment 3.

Lesson 20

Assignment 3: Run-On Sentences

Objective: The student will be able to identify and correct run-on sentences.

Two sentences that have been incorrectly written as one sentence are called run-on sentences.

Students usually run sentences together by doing one of the following:

I. They join two sentences by using pronouns as conjunctions. Pronouns are not conjunctions.

II. They join two sentences by using adverbs as conjuntions. Adverbs are not conjunctions.

III. They join two sentences by using a comma and no conjunction.

Let's look at each of these separately.

Run-ons with Pronouns Joining

The pronoun it is used most often when students run sentences together with a pronoun. However, the pronouns we, he, she and they are also used.

Look at this example:

> We soon spotted the house, it was the last one in the block.

This is a run-on sentence. We have joined two sentences with a comma. This cannot be done. Here's what we should have done.

1. We soon spotted the house (.)
   It was the last one in the block.

or

2. We soon spotted the house (;) it was the last one in the block.

or

3. We soon spotted the house, (and) it was the last one in the block.

Run-ons with Adverbs Joining

Adverbs such as then, also, now, there and soon cannot join two sentences.

Example

We opened the window and looked out then we heard a shout.

We must follow one of the three methods shown above to correct this run-on error.

One way we could change the run-on is to write:

We opened the window and looked out(.) (T)hen we heard a shout.

Run-ons with No Conjunction

Can you see the problem in the sentence below?

We looked at the sky, a cloud was sailing across the moon.

Here we have two complete thoughts we've joined incorrectly. To correct it we might add a conjunction.

We looked at the sky, (and) a cloud was sailing across the moon.

some. . .others, these. . .those

The above pairs of words are tricky. Be careful not to create run-ons when using them.

Examples

WRONG: Some people were dressed formally, others came in casual clothes. (This is a run-on.)

RIGHT: Some people were dressed formally. Others came in casual clothes.

WRONG: These belong to Jack, those belong to me. (This is a run-on.)

RIGHT: These belong to Jack. Those belong to me.

Self-Check Test 20-3(A)

Directions: If the following word group is a sentence, write sentence on the line. If it is a run-on, correct it by using one of the three ways taught in this assignment.

1. Some people enjoyed the concert, others found it boring.

____

2. These socks are Harry's, and those are Fred's.

____

3. These shirts are clean, those shirts should be sent to the laundry.

____

4. We plan to meet in a month's time, then we shall make a decision on the matter.

____

5. Under cloudy skies, the temperature rose to only fifteen degrees above zero.

____

6. You may not park in that lot, it is reserved for employees of the company.

____

7. Arthur was driving too fast, and he missed the turnoff.

____

8. Soil is improved if clover is grown and then plowed under.

____

9. He did not have the necessary qualifications, but he got the job.

____

10. I could see him clearly, but he could not see me.

____

Check your answers with the key. You should have been able to identify and correct at least eight of the sentences. If you missed more than two, review run-ons again and try Self-Check Test 20-3(B).

Self-Check Test 20-3(B)

Directions: If the following word group is a sentence, write sentence on the line. If it is a run-on, correct it by using one of three ways taught in this assignment.

1. The traffic light suddenly turned red, and the car came to a screeching stop.

2. Ted silently crept into the dark room, he felt for the light switch.

3. Close the door, it's cold in here.

4. After he had mowed the front lawn, he weeded the flower bed along the side of the house.

5. He had no money, he could not attend the game.

6. The clerks did all the work, the manager took all the credit.

7. Stir the gravy, or it will boil over.

8. Some people are careless, others are not.

9. He took the credit card out of his wallet, and he laid it on the counter.

10. First beat the eggs, then add the sugar.

Lesson 20

Assignment 4: Synonyms, Antonyms and Homonyms

Objective: The student will be able to define and use synonyms, antonyms and homonyms.

Many words have close associations with other words. These associations can be funny, confusing, or evidence of lack of command of the language. We will look at three types of word associations: synonyms, which are words that are similar in meaning; antonyms, which have the opposite meaning; and homonyms, which have the same or similar sound.

Synonyms: words that have nearly the same meaning.

Read the following sentences.

We had a nice time at the zoo. The weather was nice. The picnic was nice. The zoo train ride was nice. You were nice to have asked me to go.

There is nothing wrong with these sentences. However, they are a little dull. Let's use some synonyms to "color" them a little.

We had a great time at the zoo. The weather was beautiful. The picnic was delicious. The zoo train ride was relaxing. You were wonderful to have asked me to go.

Antonyms: words that have opposite meanings.

Here are some examples of antonyms.

wet - dry
start - stop
laugh - cry

hot - cold
lost - found
good - bad

Let's have some fun with our sentences that we colored with synonyms. Watch what happens to the meanings when we replace the synonyms for nice with antonyms.

We had a terrible time at the zoo. The weather was miserable. The picnic was tasteless. The zoo train ride was bumpy. You were awful to have asked me to go.

Can you see how antonyms truly are opposites?

> Homonyms: words that are pronounced alike but different in spelling and meaning.

Examples

1. know - no
2. son - sun
3. blue - blew
4. meet - meat
5. hole - whole
6. pair - pare - pear

So, now we know that there are synonyms, antonyms and homonyms. So what? Well, just making yourself familiar with these can help you as you write. Here's how:

1. Learn synonyms so that you can add color to your writing. Write so that others enjoy your papers.

2. Learn antonyms to broaden your vocabulary. Then you'll be able to compare things with style.

3. Learn homonyms so that you don't make writing errors such as "Break the car!" (Break means tear into pieces; brake means stop.)

Self-Check Test 20-4(A)

A. Directions: Write a synonym and an antonym for each of the following words.

	Synonym	Antonym
1. lazy		
2. plain		
3. fear		
4. tall		

B. Directions: Underline the word in parenthesis that makes the sentence correct.

1. A large (some, sum) of money was found by (some, sum) boys.
2. (Wring, Ring) the giant (steal, steel) bell.
3. Is the (principle, principal) in his office?

C. Directions: A word in each of the following sentences is wrong. Its homonym should have been given. Mark out the incorrect word and write the correct homonym on the line.

1. He lead them to the house. ____________________
2. That is his forth piece of cake! ____________________
3. The counsel will meet here. ____________________

Check your answers with the key. All of B and C should be correct. If they aren't, take Self-Check Test 20-4(B).

Self-Check Test 20-4(B)

A. Directions: Write a synonym and an antonym for each of the following words.

	Synonym	Antonym
1. quick	______________	________________
2. neat	______________	________________
3. happy	______________	________________
4. loose	______________	________________
5. limp	______________	________________

B. Directions: Underline the word in parenthesis that makes the sentence correct.

1. There were (to, too, two) boys (to, too, two) many.
2. (Minor, Miners) cannot vote.
3. We had to (wait, weight) for the (whether, weather) report.

C. Directions: A word in each of the following sentences is wrong. Its homonym should have been given. Mark out the incorrect word and write the correct homonym on the line.

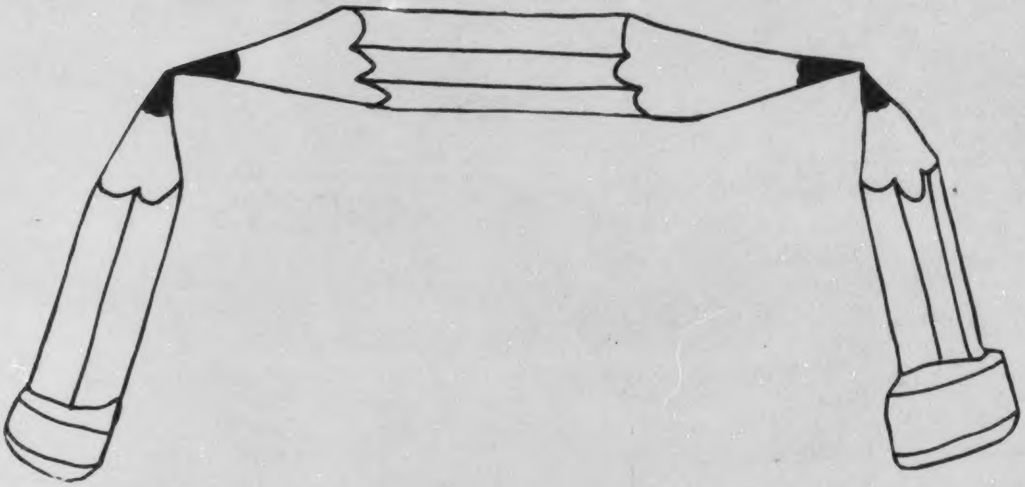
1. He blue the whistle. ______________

2. I want a new pare of shoes. ______________

3. Please come hear. ______________

Check your answers with the key.

Go on to assignment 5.



Self-Check Test 20-1 (A)

1. Wilson's; Harrisons'
2. Sandra's; Peter's
3. uncle's; Smith's
4. Smith's; father's
5. Mary's; girls'; boys'; son's.

Self-Check Test 20-1 (B)

1. Robinsons'; Edith's; Miller's.
2. Frank's' Pat's.
3. manager's; boys'; girls'
4. mother's; Browns'; Charley's.
5. Robertsons'; parents'.

Self-Check Test 20-2 (A)

1. fragment
2. sentence
3. fragment
4. sentence
5. sentence
6. fragment
7. sentence
8. fragment
9. fragment
10. fragment

Self-Check Test 20-2 (B)

1. fragment
2. fragment
3. sentence
4. fragment
5. sentence
6. fragment
7. sentence
8. sentence
9. fragment
10. fragment

Self-Check Test 20-3 (A)

1. . . .concert, but others. . . . (or) . . .concert . . ; others (or) . . . concert. Others . . . .

2. sentence

3. . . .clean, but those. . . . (or) clean; those . . . . (or) . . .clean. Those . . . .

4. . . .time, and then . . . . (or) . . .time; then . . . . (or) . . .time. Then. . . .

5. Sentence

6. . . .lot; it. . . . (or) . . .lot. It. . . .

7. sentence
8. sentence
9. sentence
10. sentence

Self-Check Test 20-3 (B)

1. sentence
2. . . .room; he. . . . (or) . . .room; and. . . . (or) . . .room. He. . .
3. . . .door; it's. . . . (or) . . .door. It's. . . .
4. sentence
5. . . .money; he. . . . (or) . . .money, and. . . (or) . . .money. He. . .
6. . . .work; the. . . . (or) . . .work, but. . . . (or) . . .work. The. . . .
7. sentence
8. . . .careless; others. . . . (or) . . .careless, and. . . . (or) . . .careless. Others. . . .
9. sentence
10. . . .eggs; then. . . . (or) . . .eggs, and. . . . (or) eggs. Then. . . .

Self-Check Test 20-4 (A)

A. (These are suggested answers.)

Synonym	Antonym
idle	hard-working
simple	fancy
dread	courage
big	short

B. 1. sum, some 2. Ring, steel 3. principal
C. 1. led 2. fourth 3. council

Self-Check Test 20-4 (B)

A. (These are suggested answers.)

Synonym	Antonym
fast	slow
tidy	mess
glad	sad
free	tied
sagging	firm

B. 1. two, too 2. Minors 3. wait, weather
C. 1. blew 2. pair 3. here

Address ____________________ Name ____________________

Lesson 20

Assignment 5: Worksheet 20
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

Directions: In the following test, there are three kinds of word groups. They are:

a. complete sentences
b. fragments
c. two sentences written incorrectly as one (run-ons)

Read each work group carefully. Then select the phrase that correctly identifies the word group. Circle (a), (b) or (c) indicating what the word group is.

Example:

Since he had nothing better to do that day. a [✓ b] c

1. Brian is unable to leave the hospital until all his stitches have been removed. a b c

2. The driver who parked near the intersection. a b c

3. The students will have two days off, the teachers will go to the convention. a b c

4. This box should not be thrown out, it can be used to store our winter clothes. a b c

5. Rain is very necessary for growing plants, but it hampers the harvesting of the crops in the fall. a b c

6. He inquired about the missing parcel, it had been delivered to the wrong house. a b c

7. At the first hint of rain we were out on the lake. a b c

8. Dogs have fleas. a b c

9. If the skiing conditions improve by the weekend, there will be many people on the slopes. a b c

10. When you are preparing the sauce, add enough nutmeg it is the most important ingredient. a b c

Address ______________________ Name ______________________

11. During their holiday in Alaska, the visitors from North Dakota found the salt sea air very invigorating. a b c

12. Sit down. a b c

13. Several dents on the car that was parked in their garage. a b c

14. The President spent three days in Anchorage, then she returned to Washington. a b c

15. Dogs that chase bicycles are dangerous. a b c

16. During the moment of silence after the conclusion of the speech by the ambassador from Finland. a b c

17. On the tray were glasses, ice and lemonade. a b c

18. Because he has stopped working on Saturdays. a b c

19. Some vegetables are shipped from Seattle, others are imported from California. a b c

20. Shouting at the top of his voice, trying to attract the guard's attention. a b c

Directions: Write the correct possessive form of the word in brackets in the space to the right.

1. (John) dog ran away. ______________
2. (Mrs. Jones) car is not in the driveway. ______________
3. The (bees) hive was blown open. ______________
4. The (men) coats hung in the lobby. ______________
5. (I) project is nearly finished. ______________
6. (We) work is ready to look at. ______________
7. That room is (he). ______________
8. (You) feet should not be hurting. ______________

______________________ ______________________
Address Name

9. The (Wilsons) bus left town. ______________

10. Those houses are (they). ______________

Directions: Complete these activities that deal with synonyms, antonyms and homonyms.

1. What is a synonym? ______________________________
____

2. What is an antonym? ______________________________
____

3. What is a homonym? ______________________________
____

4. Write a synonym and an antonym for each of the following words.

	Synonym	Antonym
a. cheerful		
b. blunt		
c. healthy		
d. fearless		
e. vacant		
f. destroy		
g. hesitate		
h. polite		

5. Circle the correct homonym from those given in brackets to fit the content of the sentence.

    a. The school (principal, principle) called a staff meeting.

    b. The (personal, personnel) officer is the man who does the hiring for our firm.

Address ____________________ Name ____________________

c. (There, Their) is a special meeting of the town (counsel, council) tonight.

d. They were trying (to, too, two) decide if they should let (miners, minors) vote.

e. Senator Taylor set (forth, fourth) a motion to allow the young people to vote.

f. He also (lead, led) discussion of the problem.

g. They decided to (wait, weight) and run a survey to determine (whether, weather) there was enough interest in voting.

MAIL THIS IN WITH YOUR UNIT VII TEST

UNIT VII

LESSON 21

ASSIGNMENTS:
1. Diagramming Simple Sentences
2. Transitive and Intransitive Verbs
3. Worksheet 21
4. Review
5. Unit Test VIIA

OBJECTIVES: The student will be able to:

1. correctly diagram sentences containing a subject, a verb, adjectives, adverbs and prepositional phrases.
2. locate main verbs in sentences and will be able to label each as transitive or intransitive.

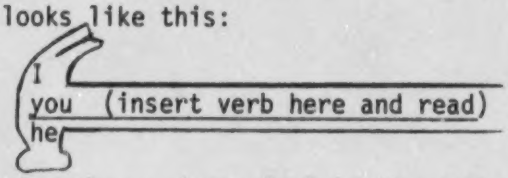
Lesson 21

Assignment 1: Diagramming Simple Sentences

Objective: The student will be able to correctly diagram sentences containing a subject, a verb, adjectives, adverbs and prepositional phrases.

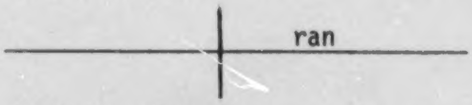
What is a diagram? If you're building a house, it's your blueprint. If you're sewing a dress, it's your pattern. A diagram in grammar is what a map is to geography or a triangle is to geometry. It's a way to see the parts of what you're studying as they apply to the whole structure. A diagram of a sentence can be thought of as a scientific study of that sentence. Just as a botanist must use tools to dissect a leaf, you must use tools to dissect a sentence. Let's go into our grammar lab and dissect and diagram the sentence, "The boy ran." The first tool you must have is your "verb finder."

It looks like this:

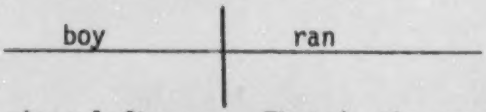

I
you (insert verb here and read)
he

Now try the word you feel is the verb.
I ran. You ran. He ran.

They all make sense. Ran is the verb. (Ran also shows action. Verbs often show action.) Okay! Now that we have the verb dissected, lay it on the diagram which looks like this:

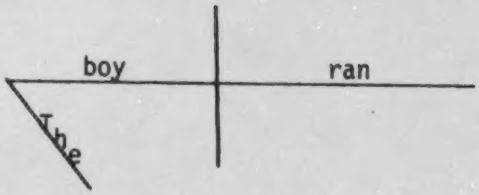
(1.)


To find our subject we use the "subject probe." Who or what ran? The subject of ran is boy. Put that on the diagram.

(2.)


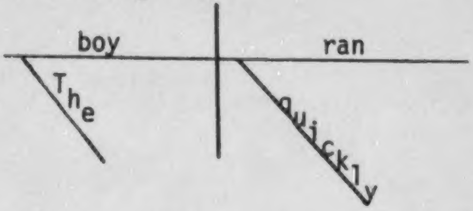
Now we have just one piece left over. That is the word the. By now we know that the is an adjective because it tells which one. Adjectives, as well as every other word in a sentence, have a place on the diagram.

(3)



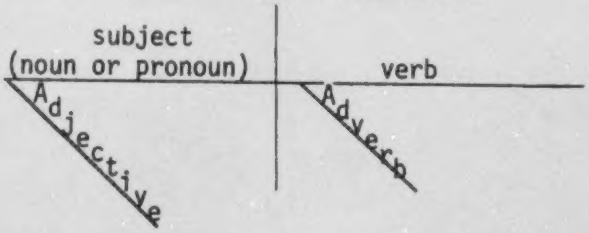
Pretend our sentence had been "The boy ran quickly." Now we have an adverb to diagram.

(4)



Notice that the adjective was placed below the noun boy, and the adverb was placed below the verb ran. That is because the modifies boy and quickly modifies ran.

Now you have the basic diagram structure.

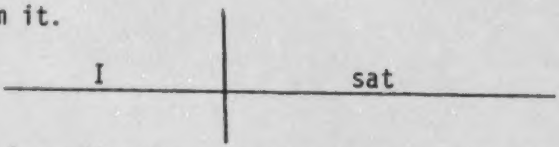


There is one other thing we should include now. That is the prepositional phrase. Look at this sentence.

I sat between the two men.

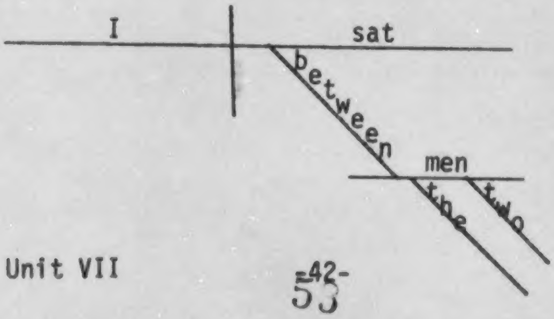
Let's diagram it.

(1) & (2)

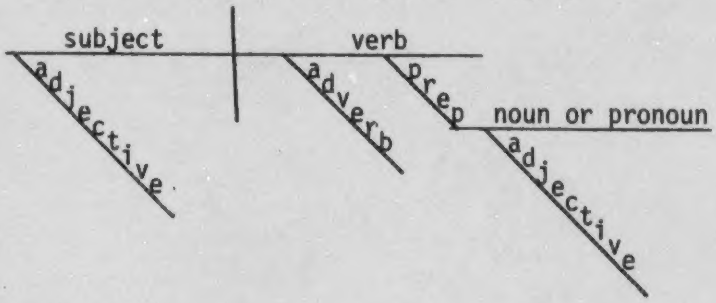


(3) & (4) (no adjectives or adverbs to modify the subject or verb)

(5)



Step 5 is new. We have added the prepositional phrase "between the two men." Look at the expanded diagram.



Notice how similar the diagram of the prepositional phrase is to the diagram of the subject and adjectives that modify the subject.

As you take Self-Check Test 21-1 (A), you will probably want to use the examples of diagramming. Use them as you need to. However, try to see the pattern and then memorize it.

Self-Check Test 21-1 (A)

Directions: Use the space below to diagram the following sentences.

1. Pat hurried.
2. The campfire died.
3. The choir sang well.
4. Don fished there today.
5. The black dog growled.
6. The mean man yelled loudly.
7. The mean man yelled at us.
8. Jan worked with Sue.
9. The little dog ran under the the fence.
10. The pretty flowers died.

Check your answers with the key. If you missed more than two sentences, take Self-Check Test 21-1 (B).

Self-Check Test 21-1 (B)

Directions: Use the space below to diagram the following sentences.

1. Tony laughed.
2. The cat purred.
3. A plate fell down.
4. Kathy played here yesterday.
5. An old horse walked away.
6. Two dancers performed for us.
7. The apples are here.
8. White, fluffy clouds drifted through the sky.
9. You leave.
10. I am here.

Lesson 21

Assignment 2: Transitive and Intransitive Verbs

Objective: The student will be able to locate main verbs in sentences and will be able to label each as transitive or intransitive.

By now you must realize that verbs are very important. There are three types of verbs you should know. You have studied helping verbs. These are verbs that, with the main verb in a sentence, form a verb phrase. This verb phrase then tells the time of the action.

Examples

It is snowing in Anaktuvuk Pass today.
It was snowing in Anaktuvuk Pass yesterday.
It will snow in Anaktuvuk Pass tomorrow.

Each of the underlined verbs in the sentences above is a helping verb. The main verb in each sentence is a form of the word snow.

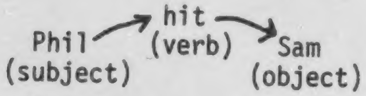
Some common helping verbs are:

be
am
was
were
has
have
had
do
did
shall
will
may

Now, let's look closely at two other types of verbs. One is called a transitive verb and the other is called an intransitive verb. Look at these two words carefully: transitive and intransitive. The transitive verb carries the action from the subject across to an object.

Example

Phil hit Sam.



The verb hit is a transitive verb. It carries the action from the subject, Phil, to the object, Sam.

Check yourself quickly. Does each sentence below have an object?

1. She chopped wood.
2. The students learned quickly.
3. He baked a cake.

Your answers should have been - yes, no, yes.
Wood is the object in number 1. Cake is the object in number 3.
There is no object in number 2. They just learned.

Transitive verbs - tell what the subject does to something or to another person

Intransitive verbs are the opposites of transitive verbs. The prefix in means not. Therefore, an intransitive verb does not carry an action from the subject to any object.

Example

These carrots are crisp.

Do the carrots do anything to any person or any thing?
No, they just are. They are crisp.

Are the verbs in these sentences transitive or intransitive?

1. My father left.
2. I will sing at your wedding.
3. Jane sat alone.

All of the sentences contain intransitive verbs. Father did nothing to anyone. He just left. I will sing describes an action. Jane sat. That's all she did.

Intransitive verbs - state a condition and do not carry any action to another person or thing in the sentence.

As you do Self-Check Test 21-2 (A), do the following:

1. Find the verb, the action or state of being.
2. Decide if the verb carries action to something or tells the condition of the subject.

Self-Check Test 21-2 (A)

Directions: Underline the main verb in each sentence and tell whether the verb is transitive or intransitive.

______1. May bought a hat.

______2. May bought wisely.

______3. The dirt washed away.

______4. I washed my face.

______5. Jack opened the door.

______6. The door opened quietly.

Check your answers with the key.

You probably got all of these sentences correct. However, if you missed more than one, take Self-Check Test 21-2(B).

Self-Check Test 21-2 (B)

Directions: Underline the main verb in each sentence and tell whether it is transitive or intransitive.

______1. The wind blew the fog away.

______2. The wind blew gently.

______3. Dad stopped the car.

______4. Lorna sang a new song.

______5. Lorna sang to us.

______6. The car stopped quickly.

Check your answers with the key.

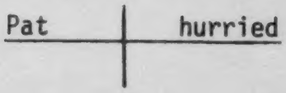
Tommorrow you are to do assignment 3 which is a worksheet that will give you more practice in diagramming and in determining transitive and intransitive verbs.

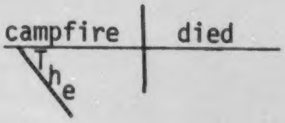
When you have completed the worksheet, you are to review the material you have studied in Unit VII. Review carefully. Be sure that you are ready for the unit test that follows the review.

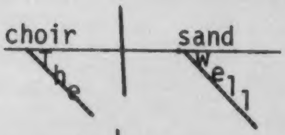
Go on to assignment 3.

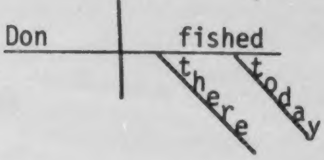
KEY TO SELF-CHECK TESTS
Lesson 21

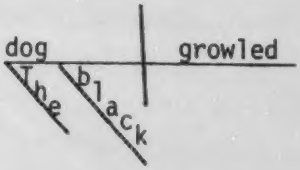
Self-Check Test 21-1 (A)

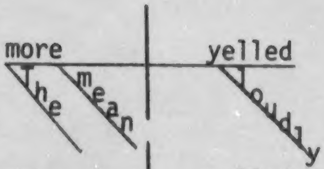
1.


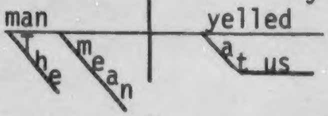
2.


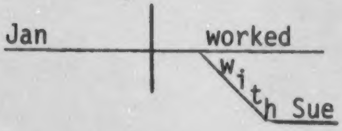
3.


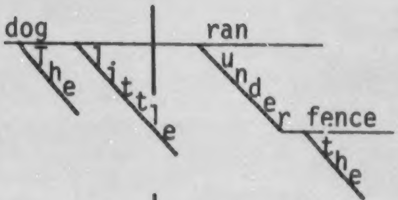
4.


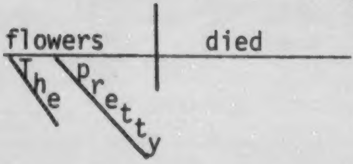
5.


6.


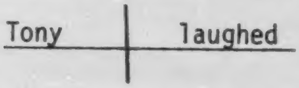
7.


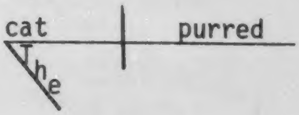
8.


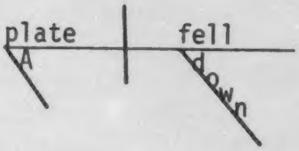
9.


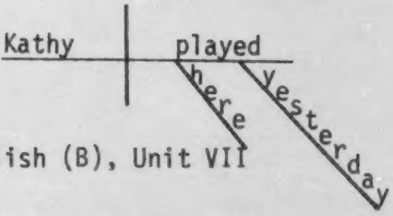
10.


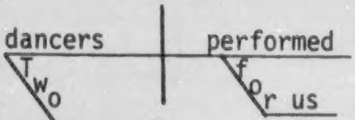
Self-Check Test 21-1 (B)

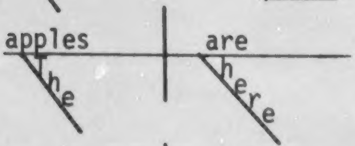
1.


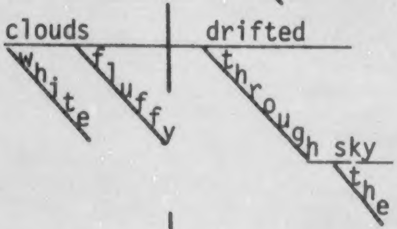
2.


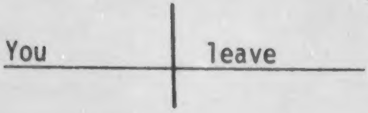
3.


4.


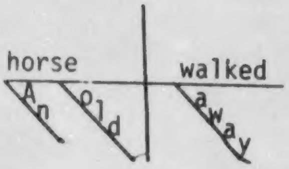
6.


7.


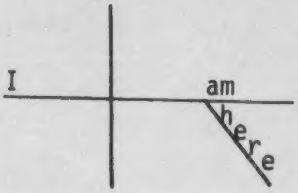
8.


9.


5.



10.



Self-Check Test 21-2 (A)

trans.	1.	bought
int.	2.	bought
int.	3.	washed
trans.	4.	washed
trans.	5.	opened
int.	6.	opened

Self-Check Test 21-2 (B)

trans.	1.	blew
int.	2.	blew
trans.	3.	stopped
trans.	4.	sang
int.	5.	sang
int.	6.	stopped

Address ______________________ Name ______________________

Lesson 21

Assignment 3: Worksheet 21
(All worksheets are to be sent in with the test for the unit. These worksheets will be graded by the teacher here in the C/S office.)

A. Directions: Diagram the following sentences.

1. The women worked for the government.
2. The old fisherman rowed to the shore.
3. The seal swam under the ice.
4. The angry policeman drove after the speeding car.

B. Directions: Underline the main verb and tell whether it is transitive or intransitive.

__________1. Joe stopped the farmer.

__________2. Joe stopped at the farmer's house.

__________3. She turned away.

__________4. He crawled beneath the car.

__________5. Kelly slammed the door.

MAIL THIS IN WITH YOUR UNIT VII TEST

Lesson 21

Assignment 4: Review

Spend one hour today reviewing the ideas you've learned or have had reinforced in Unit VII. There will be no test questions over the story "The Pit and the Pendulum." However, the test will cover:

Pronouns - Lesson 19, Assignments 1, 2 and 3
Lesson 20, Assignment 1
Fragments and Run-ons - Lesson 20, Assignments 2 and 3
Synonyms, Antonyms and Homonyms - Lesson 20, Assignment 4
Diagramming - Lesson 21, Assignment 1

REMEMBER . . . . Use this study hour for English to review the materials listed above. Good luck.

When you feel that you are ready to take the test for Unit VII, ask your supervisor to give you that test from the manual.

Preparation for Mailing

When you have completed the assigned work, the worksheets 19, 20 and 21 and the Unit VII A Test, give these to your supervisor who will mail them in for grading. Fill out page 53 and ask your supervisor to mail it in with the worksheets and test.

OnceOver

STORY SELECTION FOR UNIT IX

In Unit IX you will study, in detail, a novel or several short stories. On this and the next two pages are short descriptions of books from which you are to select one title. Read through each description. Then, decide which novel you would like to read. Tear out the sheet which follows these three pages and mail it to your advisory teacher.

THE HOUSE OF SEVEN GABLES

Type of work: Novel
Author: Nathaniel Hawthorne (1804-1864)
Type of plot: Romance
Time of plot: 1850
Place: Salem, Massachusetts

MOBY DICK

Type of work: Novel
Author: Herman Melville (1819-1891)
Time of plot: Early nineteenth century
Place: The high seas

"THE GOLD BUG" AND "MURDERS IN THE RUE MORGUE"

Type of work: Short stories
Author: Edgar Allan Poe (1809-1849)
Type of plot: Mystery
Time of plot: Early nineteenth century
Place: South Carolina and France

THE PATHFINDER

Type of work: Novel
Author: James Fenimore Cooper (1789-1851)
Type of plot: Historical romance
Time of plot: 1756
Place: Lake Ontario and surrounding territor

THE OUTCAST OF POKER FLATS

Type of work: Short stories
Author: Bret Harte
Type of plot: Western
Place: Various cities in Western U.S.

THE HOOSIER SCHOOLMASTER

Type of work: Novel
Author: Edward Eggleston (1837-1902)
Type of plot: Romance
Time of plot: About 1850
Place: Indiana

THE RISE OF SILAS LAPHAM

Type of work: Novel
Author: William Dean Howells (1837-1920)
Type of plot: Family Life
Time of plot: Nineteenth century
Place: New England

HUCKLEBERRY FINN

Type of work: Novel
Author: Mark Twain (Samuel L. Clemens, 1835-1910)
Type of plot: Humorous
Time of plot: Nineteenth century
Place: Along the Mississippi River

Address ____________________ Name ____________________

As my reading assignment for Unit IX, I would like to read:

____
(Title of Book)

____
(Student)

____
(Address)

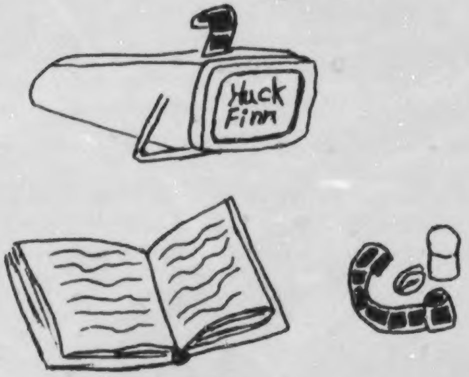
If this book is not available, I would like:

____
(Title of Second Choice)

-or-

____
(Title of Third Choice)

__________ If filmstrips or cassettes on this book are available, I would like to have these sent too.



UNIT VIII

LESSON 22

ASSIGNMENTS:

1. Paragraph Organization
2. Paragraph Organization
3. Paragraph Organization
4. Paragraph Organization
5. Worksheet 22

OBJECTIVES: The student must be able to organize and combine a given set of notes into a paragraph.

Lesson 22

Assignment 1: Paragraph Organization

Objective: The student must be able to organize and combine a given set of notes into a paragraph.

This lesson contains a series of exercises followed by answer keys. Each exercise is made up of sets of notes, each of which is introduced by one or two brief sentences. The following introduction will provide you with all the information necessary to effectively complete the exercises.

Directions: Combine the following notes into ONE or TWO sentences that answer the question: "Who was Hetty Green?"

NOTES:

- World's greatest miser
- Hetty Green
- left estate of ninety-five million dollars
- often dined on cold oatmeal porridge, however

Do you think that you could combine these notes into TWO sentences? (In the exercises, you will always be given a choice between a minimum and a maximum number of sentences that you may use. However, for this practice set, write the maximum number of sentences.

METHOD

1. Read the directions.
2. Read through the set of notes carefully.
3. Arrange the notes in the order in which you will use the information.
4. Write TWO sentences that include ALL the given information. (You may change the wording on the notes, but you should not include any information that is not given.

____

____

____

Who was Hetty Green?

Answer: Hetty Green was the world's greatest miser.

What facts add to or support that statement? (What *about* Hetty Green?)

Answer: She left an estate of ninety-five million dollars but often dined on cold oatmeal porridge. (Or: Although she left an estate of ninety-five million dollars, she often dined on cold oatmeal porridge.)

Written together, the two sentences would form the following short paragraph:

> Hetty Green was the world's greatest miser. She left an estate of ninety-five million dollars but often dined on cold oatmeal porridge.

Could the two sentences about Hetty Green be properly combined into one sentence? Examine this less complicated pair of sentences:

> John D. MacArthur is one of the world's two richest men.
> He is worth well over one billion dollars.

If we took the second statement, which gives extra information about John D. MacArthur and placed it in the middle of the first sentence which states the main idea, we could write the following correct sentence:

> *John D. MacArthur*, who is worth well over one billion dollars, *is one of the world's two richest men.*

Notice that the main part of the sentence (underlined) tells us who MacArthur is and that the rest of the sentence (between the commas) gives us extra information about him. The only change that we made in the wording of the second sentence was the change from *he* to *who* as the subject of the verb *is*.

Now see whether you can correctly combine the two sentences about Hetty Green. Here they are again:

> Hetty Green was the world's greatest miser. She left an estate of ninety-five million dollars but often dined on cold oatmeal porridge.

Write your sentence and then compare your work with the example. (Do not look at the example until you have finished writing your sentence.)

Example

> Hetty Green, who left an estate of ninety-five million dollars but often dined on cold oatmeal porridge, was the world's greatest miser.

When you are completing the exercise in this lessons, you will always be given a choice between a minimum and a maximum number of sentences to write. Unless you feel quite confident that you know how to combine correctly two separate but loosely connected facts or ideas, choose the maximum number of sentences within which to combine the given information.

Try this set. Although the given information will fit well into one sentence, write TWO. (You will have the opportunity to combine the notes into one sentence later.) After you have composed your sentences on a sheet of scrap paper, copy the final result in this space provided. In case you need them, some clues are given below the notes.

Directions: Combine the following notes into ONE or TWO sentences that explain when people might require driver's licenses.

NOTES:
- driver's licenses
- in Alaska
- required to drive on Alaska highways
- obtainable through the Department of Motor Vehicles
- not required when driving on private property only

Clues (should you need them)

1. Read the directions again. Then read through the notes.
2. Check off the notes that answer each of the following questions:

What are the notes all about?	Answer:	driver's licenses
Where?	Answer:	in Alaska

When are licenses required? Answer: to drive on Alaska highways
When are licenses not required? Answer: when driving on private property

3. What remaining piece of information does not directly give information about the requirements?
Answer: obtainable through the Department of Motor Vehicles.

4. The information that you checked off under 2.) will fit nicely into your first sentence. The remaining information will form the topic of your second sentence.

Example (two sentences)

In Alaska driver's licenses are required to drive on Alaska highways, but they are not required when driving on private property. Such licenses are obtainable through the Department of Motor Vehicles.

In the exercises, each set of notes has been designed so that the given information fits well together in at least one meaningful way. If you read the directions, study the notes carefully, and then think out the best order to use, you will likely find that the information will fall nicely into place. In some cases, however, you will find that you have to change the wording of the notes in order to produce smoothly-worded sentences. As long as you do not change the meaning of the notes and as long as you do not add to or leave out given information, you may change the wording of the notes as much as you want.

Now try this last practice set of notes. Compose your sentence(s) on a sheet of scrap paper. If necessary, reconstruct what you have written several times. Only when you are satisfied that you have combined all the given information in the best possible way, copy your sentence(s) on the paper.

Directions: Combine the following notes into ONE or TWO sentences that explain what the Goldent Bugatti is.

NOTES:
- Goldent Bugatti
- Twenty-two feet long
- largest private automobile ever made
- measurement from windshield to radiator: seven feet

In case you need them, the questions that you can use to check you work are repeated here.

Check Questions:

1. Have the directions been followed?
2. Has the information been arranged in the most effective order?
3. Has ALL the information been included?
4. Has any EXTRA information been added?
5. Are the sentences well worded?
6. Are there any errors in punctuation, spelling, capitalization, or grammar?

The Golden Bugatti

____

____

____

How well did you do? The examples below will let you see how the information might have been combined.

Example A (two sentences)

> The Golden Bugatti is the largest private automobile ever made. It is twenty-two feet long and measures seven feet from windshield to radiator.

Example B (one sentence)

> The Golden Bugatti, which is twenty-two feet long and measures seven feet from windshield to radiator, is the largest private automobile ever made.

You should now be ready to begin the exercises that make up the remainder of this lesson. Tomorrow you will practice combining more information into longer paragraphs.

Go on to assignment 2.

Lesson 22

Assignment 2: Paragraph Organization

Objective: The student must be able to organize and combine a given set of notes into a paragraph.

In this lesson you will review the rules for combining notes and will practice writing paragraphs using more and more information. As you work you may want to look back at assignment 1. Do this until organizing and combining the notes becomes an easy, natural thing for you.

Note about Answer Key

In the answer key, there is normally one example of each set of notes combined into the minimum number of sentences and one example of each set of notes combined into the maximum number of sentences. There may be other correct ways to combine the given information. However, for the most part, your paragraphs should be very much like those in the answer key.

Method for Combining Notes

The following is an outline of the method that you should use to write each paragraph. This outline may be of use to you for reference.

1. Read the directions. Be sure that you know how many sentences you must use to combine the given information.
2. Read through the notes. Make sure that you understand what the notes are about.
3. Read through the notes again. As you read:
   - (a) decide in what order you will put the information in your paragraph. (You may have to change the order of the notes.)
   - (b) decide which items of information might properly be combined in each of your sentences. (You may have to change the wording of the notes.)
4. Write a rough copy of your paragraph on scrap paper.
5. Check your paragraph to see that it is correctly written. Also make sure:
   - (a) that it contains the correct number of sentences;
   - (b) that it contains ALL the given information, and
   - (c) that it does NOT contain any extra information.
6. Neatly rewrite your paragraph in the space provided.
7. Compare your work with an example. If your answers differ quite a bit, analyze the answer in the key. See if you can understand why the key's answer is better, or satisfy yourself that yours is just as good.

Self-Check Test 22-2(A)

Directions: Complete the exercise by following the directions given above each set of notes. ALL the information included in each set must be used, and no new subject matter may be introduced. However, the order of the ideas may be rearranged, and the wording of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into ONE or TWO sentences that answer the question: "What is a lynx?"

-lynx
-animal
-cat-like
-inhabits Alaska's cedar and spruce forests
-food: rabbits
birds
small rodents

The Lynx

B. Combine the following notes into ONE or TWO sentences that give a brief history of green caterpillars.

-green caterpillars
-appear in late May or early June
-become moths in July or August
-also known as cutworms

Green Caterpillars

C. Combine the following notes into ONE or TWO sentences that give information about automobile insurance in this country.

-automobile insurance
-considered to be an unnecessary expense by some drivers
-not legally required in some Canadian provinces
-compulsory in Alaska

Automobile Insurance

Check your answers with the key. Be sure that your paragraphs are very similar or identical to what the key gives. If you feel you'd like more practice, take Self-Check Test 22-2(B). Tomorrow, use the outline method given in this assignment and continue to practice organizing paragraphs. Your paragraphs will get longer. However, if you have learned the procedure of combining notes, you'll have no trouble.

Self-Check Test 22-2(B)

Complete the exercise by following the directions given above each set of notes. ALL the information in each set must be used, and no new subject matter may be introduced. However, the order of ideas may be rearranged, and the wording of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into ONE or TWO sentences that give information about a man called Gabriel Daniel Fahrenheit.

-Gabriel Daniel Fahrenheit
-German scientist
-year of birth: 1686
-made improvements to thermometer
-died: 1736
-invented Fahrenheit scale

Farenheit

B. Combine the following notes into ONE or TWO sentences that give information about fluorescent lights.

-fluorescent lights
-expensive to install
-inexpensive to operate
-make use of tubes instead of bulbs

Fluorescent Lights

Check your answers with the key. Go on to assignment 3.

Lesson 22

Assignment 3: Paragraph Organization

Objective: The student must be able to organize and combine a given set of notes into a paragraph.

To write a smooth, factual paragraph you have to practice. So, although you may not find this study very much fun, realize that it will be terribly important to you as you continue to write more and more. If it helps, pretend you're a newspaper reporter writing an article on each of the following.

Self-Check Test 22-3 (A)

Directions: Complete the exercise by following the directions given above each set of notes. ALL the information included in each set must be used, and no new subject matter may be introduced. However, the order of the ideas may be rearranged, and the wording of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into TWO or THREE sentences that answer the question: "What is the most crowded railroad system in the world?"

- world's most crowded railroad system
- example: system so crowded that passengers must be squeezed into railway cars

  special station men hired to squeeze passengers into cars

  Japanese National Railways hires these special station men
- Tokyo subway service
- system used by more than four million people daily.

Most Crowded Railroad System

B. Combine the following notes into TWO or THREE sentences that give information about the largest wig that is sold.

- largest wig that can be purchased
- maker: Jean Leonard
- Jean Leonard owns hairdressing establishment (salon)
- salon's location: Copenhagen, Denmark
- length of wig: eight feet
- wig's selling price: $3,000
- used by brides

Largest Wig

C. Combine the following notes into TWO or THREE sentences that answer the question: "What was the largest vessel ever to be shipwrecked?"

- ship's name: Torrey Canyon
- largest vessel ever to be shipwrecked
- oil tanker
- ship's capacity: 30,000 tons of crude oil
- reef's location: English channel near Land's End, Cornwall, England
- ship's weight: 118,285 tons
- date of wreck: March 18, 1967
- ship's length: 975 feet

Largest Vessel Shipwrecked

Check your answer with the key.

Self-Check Test 22-3 (B)

Directions: Complete the exercise by following the directions given above each set of notes. ALL the information included in each set must be used, and no new subject matter may be introduced. However, the order of the ideas may be rearranged and the wording of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into a paragraph that answers the question: "What is a cutthroat trout?" The paragraph should contain THREE or FOUR sentences.

- Cutthroat Trout
- fish
- very colorful
- frequent (inhabit) coastal streams and rivers: Southeastern Alaska
- found in these Alaskan lakes: Heckman
  Jordon
  Wilson
  Humpback
  Orchard
- length: usually about 26 inches
- small fish

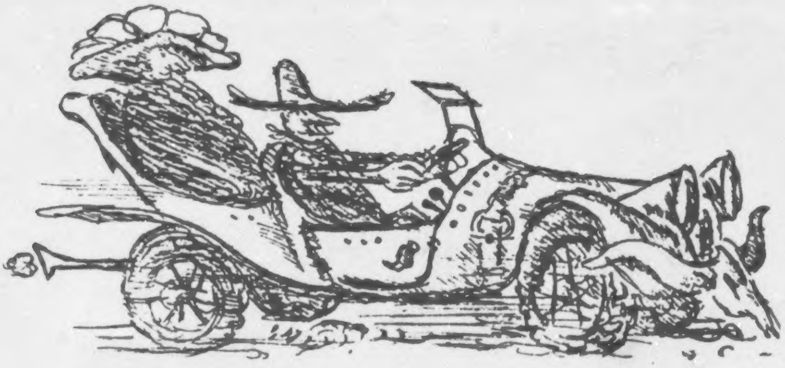
The Cutthroat Trout

B. Combine the following notes into a paragraph that explains yesterday's accident. The paragraph should contain THREE or FOUR sentences.

- accident: passenger car
  - 1974 Dodge

  panel truck
  - 1977 Ford
- when accident occured: 3:15 P.M.
  yesterday
- where accident occurred: junction
  Nebesna Road
  Tok Cut-off
- why accident occurred: extremely icy road surface near northerly stop sign
- how accident occurred: car slid through stop sign
  car travelling north on Nebesna Road
  truck travelling west on Tok Cut-off
  truck travelling slowly
  truck hit car lightly on left front side

Truck/Car Accident



Lesson 22

Assignment 4: Paragraph Organization

Objective: The student must be able to organize and combine a given set of notes into a paragraph.

Today you're a newscaster. Go to it! You've got your notes. Now organize them into an interesting paragraph that will be read on your news show.

Self-Check Test 22-4 (A)

Directions: Complete the exercise by following the directions given above each set of notes. ALL the information included in each set must be used, and no new subject matter may be introduced. However, the order of the ideas may be rearranged, and the wording of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into a paragraph that answers the question: "Who is George Simenon?"
The paragraph should contain FOUR or FIVE sentences.

- George Simenon
- year of birth: 1903
- famous novelist and writer of detective stories
- has published more than 180 books
- more serious novels also widely read
- birthplace: Belgium
- many books translated into more than thirty languages
- among well-known books: The Man Who Watched the Trains Go By
  - Lost Moorings
  - The Little Saint
  - The Murderer
  - Poisoned Relations
  - The Bells of Bicetre

George Simenon

B. Combine the following notes into a paragraph that explains a method of obtaining gold. The paragraph should contain FIVE or SIX sentences.

- many Alaskan streams and rivers contain gold dust
- gold dust can be obtained by using panning method
- obtain prospector's black metal pan
- find stream or river
- stream or river should flow over rocks
- stream or river should contain deposits of black sand
- black sand sometimes contains gold
- black sand often found in crevices (cracks) of rocks
- dig out black sand
- spoon may be used to dig out sand
- place black sand in pan
- gradually wash off black sand
- rotate pan in shallow water to wash off sand
- any gold will be found in bottom of pan
- gold is heavier than sand
- gold will show up against darker metal

Gold

Check your answers with the key.

Self-Check Test 22-4 (B)

Directions: Complete the exercise by following the directions given above each set of notes. ALL the information included in each set must be used, and no new subject matter may be rearranged, and the working of the notes may be changed to fit a particular sentence structure.

A. Combine the following notes into a paragraph that explains a method of making cocoa. The paragraph should contain FOUR or FIVE sentences.

- cup of cocoa
- quickly made
- steps in preparation should be followed carefully, however
- mix in cup: one and one-half teaspoons sugar
  cold water (one-quarter cup)
  one teaspoon cocoa
  pinch salt
- place mixture in saucepan
- boil mixture for three minutes
- mixture should be constantly stirred while cooking
- add three-quarters cup cold milk to hot mixture
- mixture should be stirred until blended
- cook mixture over moderate heat
- cocoa should be made very hot

Cocoa

____

____

____

____

____

____

B. Directions: Combine the following notes into a paragraph that explains how to make a temporary outdoor steam bath. The paragraph should contain FIVE or SIX sentences.

- temporary outdoor steam bath
- cheaply constructed
- only few materials necessary
- little work required
- draw large circle on ground
- set a number of thin poles into ground
- bend tops of poles together
- tie tops of poles
- poles will form frame for curved tepee
- cover frame with plastic
- canvas could be used instead of plastic
- place bucket of very hot rocks in center of tepee
- pour cold water over hot rocks - result: clouds of steam
- bathe in clouds of steam

Outdoor Steam Bath

____

____

____

____

____

____

____

Check your answers with the key.

Go on to assignment 5.

Key to Self-Check Tests
Lesson 22

Self-Check Test 22-2(A)

A. (one) The lynx, which eats rabbits, birds, and small rodents, is a cat-like animal that inhabits Alaska's cedar and spruce forest.

(two) The lynx is a cat-like animal that inhabits Alaska's spruce forest. It easts rabbits, birds, and small rodents.

B. (one) Green caterpillars, which are also known as cutworms, appear in late May or early June and become moths in July or August.

(two) Green caterpillars appear in late May or early June and become moths in July or August. They are also known as cutworms.

C. (one) Automobile insurance, which is considered to be an unnecessary expense by some drivers, is not legally required in some Canadian provinces, but it is compulsory in Alaska.

(two) Automobile insurance is not legally required in some Canadian provinces, but it is compulsory in Alaska. Such insurance is considered to be an unnecessary expense by some drivers.

Self-Check Test 22-2 (B)

A. (one) Gabriel Dainel Fahrenheit, a German scientist who was born in 1686 and died in 1736, made improvements to the thermometer and invented the Fahrenheit scale.

(two) Gabriel Daniel Fahrenheit was a German scientist who made improvements to the thermometer and invented the Fahrenheit scale. He was born in 1686 and died in 1736.

B. (one) Fluorescent lights, which make use of tubes instead of bulbs, are expensive to install but they are inexpensive to operate.

(two) Fluorescent lights are expensive to install, but they are inexpensive to operate. They make use of tubes instead of bulbs.

Self-Check Test 22-3 (A)

A. (two) The Tokyo subway service, which is used by more than four million people daily, is the world's most crowded railroad system. In fact, the system is so crowded that passengers must be squeezed into railway cars by special station men who are hired by Japanese National Railways for this purpose.

(three) The Tokyo subway service is the world's most crowded railroad system. It is so crowded, in fact, that passengers must be squeezed into railray cars by special station men who are hired by Japanese National Railways for this purpose. More than four million people use the system daily.

B. (two) The largest wig that can be purchased is made by Jean Leonard, the owner of a hairdressing establishment in Copenhagen, Denmark. The wig, which is used by brides, is eight feet long and sells for $3,000.

(three) The largest wig that can be purchased is made by Jean Leonard, the owner of a hairdressing establishment in Copenhagen, Denmark. The wig is eight feet long and sells for $3,000. It is used by brides.

C. (two) The largest vessel ever to be shipwrecked was the oil tanker Torrey Canyon, which struck Pollard Rock of Seven Stones Reef in the English Channel near Land's End, Cornwall, England, on March 18, 1967. The ship was 975 feet long, weighed 118,285 tons, and had a capacity of 30,000 tons of crude oil.

(three) The Torrey Canyon, an oil tanker, was the largest vessel ever to be shipwrecked. It was 975 feet long, weighed 118,285 tons. It had a capacity of 30,000 tons of crude oil.

A. (three) The cutthroat trout is a very colorful fish that frequents steams and rivers in southeastern Alaska. There, the fish is found in Heckman, Jordan, Wilson, Humpback and Orchard lakes. The cutthroat is a small fish that is usually about 26 inches long.

(four) The cutthroat trout is a very colorful fish that is found in the streams and rivers of southeastern Alaska. In Alaska, the fish is found in the Heckman, Jordan, Wilson, Humpback and Orchard lakes. The cutthroat is a small fish that is usually 26 inches long.

B. (three) An accident between a 1974 Dodge passenger car and a 1977 Ford panel truck occurred at the junction of the Nebesna Road and Tok Cut-off at 3:15 P.M. yesterday. Because the road surface near the northerly stop sign was extremely icy, the car, which had been travelling north on the Nebesna Road, slid through the stop sign and skidded into the path of the truck. The truck had been travelling slowly west on Tok Cut-off and struck the car lightly on the left front side.

(four) An accident between a 1974 Dodge passenger car and 1977 Ford panel truck occurred at the junction of the Nebesna Road and Tok Cut-off at 3:15 P.M. yesterday. The accident occurred because the road surface near the northerly stop sign was extremly icy. While the car was travelling north on Nebesna Road, it slid through the stop sign and skidded into the path of the truck. The truck had been travelling slowly west on the Tok Cut-off and struck the car lightly on the left front side.

Self-Check Test 22-4 (A)

A. (four) George Simenon, who was born in Belgium in 1903, is a famous novelist and writer of detective stories. Although he is best known for his Inspector Maigret detective series, his more serious novels are also widely read. Simenon has published more than 180 books, and many of them have been translated into more than thirty languages. Among his well-known books are The Man Who Watched the Trains Go By, Lost Moorings, The Little Saint, The Murderer, Poisoned Relations, and The Bells of Bicetre.

(five) George Simenon is a famous novelist and writer of detective stories. He was born in Belguim in 1903. Although Simenon is best known for his Inspector Maigret detective series,his more serious novels are also widely read. Among his well-known books are *The Man Who Watched the Trains Go By*, *Lost Moorings*, *The Little Saint*, *The Murderer*, *Poisoned Relations*, and *The Bells of Bicetre*. Simenon has published more than 180 books, and many of them have been translated into more than thirty languages.

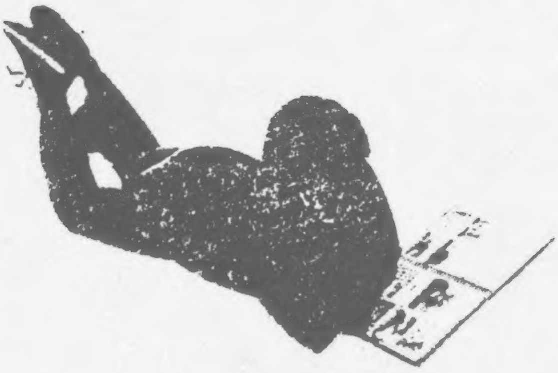
B. (five) The panning method can be used to obtain gold dust that is contained in many Alaskan streams and rivers. First, obtain a prospector's black metal pan and then find a stream or a river that flows over rocks and contains deposits of black sand. Such sand, which sometimes contains gold, is often found in the crevices of rocks. Next, dig out the black sand with a spoon, place it in the pan, and gradually wash off the sand by rotating the pan in shallow water. Because it is heavier than sand, any gold will be found at the bottom of the pan, where it will show up against the darker metal.

Self-Check Test 22-4 (B)

A. (four) A cup of cocoa can be quickly made, but the steps in its preparation should be followed carefully. First, in one-quarter cup of cold water, mix one and one-half teaspoons of sugar, one teaspoon of cocoa, and a pinch of salt. Next, place the mixture in a saucepan and boil it for three minutes, stirring it constantly. Finally, add three-quarters of cup of cold milk to the hot mixture, stir until blended, and then cook it over a moderate heat until the cocoa is very hot.

(five) A cup of cocoa can be quickly made, but the steps in its preparation should be followed carefully. First, in one-quarter cup of cold water, mix one and one-half teaspoons of sugar,one teaspoon of cocoa, and a pinch of salt. Next, place the mixture in a saucepan and boil it for three minutes, stirring constantly. Then add three-quarters of a cup of cold milk to the hot mixture and stir until blended. Finally, cook the mixture over a moderate heat until cocoa is very hot.

B. (five) With little work, a temporary outdoor steam bath can be cheaply constructed from few materials. First, draw a large circle on the ground and set a number of thin poles into the ground around the circumference of this circle. Then bend the tops of the poles together, tying them so that they will form the frame for a curved tepee (teepee). Next, cover this frame with plastic or canvas. Finally, place a bucket of very hot rocks in the center of the tepee, pour cold water over the rocks, and then bathe in the clouds of steam that will result.



Address ______________________ Name ______________________

Lesson 22

Assignment 5: Worksheet 22

A. Who was Joan of Arc? The information that answers this question is given in the following set of disorganized notes. Read the notes and then follow the directions given underneath.

NOTES:
- -Joan of Arc
- -could neither read nor write
- -French national heroine
- -age thirteen:
  - -claimed that she heard voices of dead saints
  - -saints' voices told her to drive English army from France
- -seventeen years old:
  - -given command of king's army of 10,000 men
  - -May 8, 1429: liberated city of Orleans
- -eighteen years old:
  - -led attack on Paris
  - -English army still held Paris
  - -defeated and taken prisoner
- -nineteen years of age:
  - -May 30, 1431: burned alive at the stake
  - -convicted of witchcraft
  - -both English and French officials included in court

Directions: Combine the above notes into a paragraph of SIX or SEVEN sentences. (There are seventeen notes.) ALL the information must be used, and no new subject matter may be introduced. The order of the ideas will require rearranging. (Where necessary, the wording of the notes may be changed to fit a particular sentence structure.)

Address Name

B. The information contained in the following rough set of notes explains how to make an omelet (omelette). Read the notes and then follow the directions given underneath.

NOTES:
- -omelet
- -can be prepared very easily
- -correct steps should be carefully followed, however
- -place eight-inch frying pan on stove to warm
- -beat together three or four eggs
- -turn up stove to very high heat
- -place one-half ounce butter in pan
- -pour egg mixture into hot pan
- -butter should be melted before egg mixture is poured
- -tilt pan several times after egg mixture has been poured
- -stir egg mixture with fork while tilting pan
- -remove omelet from pan
- -remove while top of omelet still liquid
- -remove omelet by sliding it out of pan
- -fold omelet in half before removing
- -plate for omelet should be warm

Address ______________________ Name ______________________

DIRECTIONS: Combine the notes above into a paragraph of SIX or SEVEN sentences. ALL the information must be used, and no new subject matter may be introduced. The order of the ideas will require rearranging. (Where necessary, the wording of the notes may be changed to fit a particular sentence structure.)

MAIL THIS IN WITH YOUR UNIT VIII TEST

UNIT VIII

LESSON 23

ASSIGNMENTS:

1. Topic Sentences
2. Topic Sentences
3. Paragraph Construction
4. Revising the Paragraph
5. Worksheet 23

OBJECTIVES:

The student will be able to:

1. use topic sentences as an effective device for building coherent and unified paragraphs.

2. write a paragraph using examples to develop the topic sentence.

3. analyze and correct errors in grammar and construction in an original paragraph.

Lesson 23

Assignment 1: Topic Sentences

Objective: The student will be able to use topic sentences as an effective device for building coherent and unified paragraphs.

How does one become a legal stenographer? A legal stenographer needs a high degree of intelligence, poise and maturity. It is important to develop a sense of loyalty to the employer and responsibility for the client. To apply for a job as a legal stenographer with the State of Alaska, you must be a high school graduate and have three years of clerical experience at a Clerk III level.

What is the paragraph about? It's about becoming a legal stenographer. The entire paragraph is about becoming a legal stenographer.

From now on, we will use the word topic to mean what any paragraph is about. Therefore, the topic of the paragraph above is how to become a legal stenographer.

Which of the paragraphs below has "going out for dinner" as its topic?

a. Going out for dinner is one of my favorite activities. I like sitting down at the end of the day at a table in a good restaurant. Well prepared food and friendly service are essential. However, the company of a good friend and the prospect of no dishwashing to do makes the evening even more enjoyable.

b. I like going out to a Chinese restaurant. The food always looks very appealing. The vegetables have lots of color and are still crunchy. If one gets several dishes among a group, everyone can have a taste of each. The meal is usually served with lots of delicious hot tea.

ANSWER: A is the paragraph with "going out for dinner" as the topic.

Finding the topic in the two paragraphs you just read could be confusing. Both paragraphs have to do with "dining out." It seems that "going out for dinner" could be the topic of either paragraph. The difference is that one paragraph is about one specific type of dining out - dining at a Chinese restaurant.

Look at it this way. Suppose someone asked you what you liked to do best, and you answered, "Riding." How many of the following might he think you meant?

a. horseback riding
b. riding around in a car
c. riding a roller-coaster
d. riding a sled

ANSWER: All four of them would be possible.

The TOPIC of a paragraph is what the paragraph is about.

Now take Self-Check Test 23-1 (A) which follows. Remember to look for one central idea that runs through the paragraph.

Self-Check Test 23-1 (A)

1. What is the author's topic in the paragraph below? Circle the letter of the correct topic.

a. friendliness   b. people the author has met   c. Tom

Tom is the friendliest person I know. At a party he is always the one who finds new people and makes them feel at ease. He smiles at everyone he sees on the streets and is always ready to give a passerby directions. Tom makes everyone feel that he's glad to see him.

2. Which of the following is the topic of the paragraph below? Circle the letter of the correct topic.

a. riding a bicycle   b. rainy weather   c. riding a bicycle in the rain

Riding a bicycle in the rain can be very unpleasant. Even when wearing a poncho, water seeps under the collar and trickles down the back. Cars splash water as they pass. In addition, the road becomes slippery, making it easy to have a fall.

Check your answers with the key just after assignment 2. You should have been able to identify the topics of both paragraphs. If you missed one, or both, review assignment 1 and take Self-Check Test 23-2 (B).

Self-Check Test 23-2 (B)

1. What is the author's topic in the paragraph below? Circle the letter of the correct topic.

    a. washing machine temperatures b. bonding resins
    c. Polarguard

Polarguard equipment can be washed in any tumble type automatic washing machine on the gentle cycle with warm water and mild soap, and air dried. Polarguard's first washing may improve its loft by removing bonding resins, but too frequent washing should be avoided as should hot air drying.

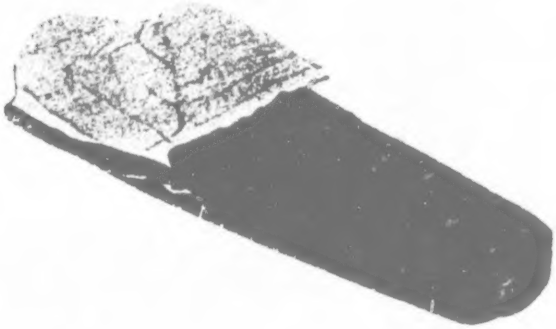
2. What is the author's topic in the paragraph below? Circle the letter of the correct topic.

    a. cleaners b. cleaning a sleeping bag c. mountain supply stores

When your sleeping bag needs cleaning we recommend you either dry clean it or wash it gently by hand. If you dry clean we suggest you use a cleaner who has experience with down products. Consult your local mountain store for a cleaner in your area with down experience.

Check your answers with the key.

Go on to assignment 2.



Lesson 23

Assignment 2: Topic Sentences

Objective: The student will be able to use topic sentences as an effective device for building coherent and unified paragraphs.

Suppose your teacher asked you to write a paragraph about someone you know. As soon as you decide whom you'll write about, you have a topic. Let's say you are writing about Mrs. Johnson, a woman in your neighborhood.

Now let's suppose that in thinking about Mrs. Johnson you remember several things she has done. You'll want to include these actions in your paragraph-she gives money to all the local charities; she gives money to children in the neighborhood for candy or sodas; she donates costumes and props to the junior high drama club; she has offered to pay half the cost of a new movie projector for the junior high. When you include these things in your paragraph, will they be:

a. general statements b. specific details c. topic sentences

ANSWER: b. They will be specific details.

Before you've begun to write your paragraph, then, you already have several necessary items: a topic (Mrs. Johnson) and four specific details (the things she had done that you want to mention).

Now looking over your details, you find that all the things Mrs. Johnson has done indicate that she is nice. Therefore, you decide that your opinion about Mrs. Johnson is that she is a nice person.

At this point you have a topic and an opinion. The topic sentence would be:

Mrs. Johnson is a nice person.

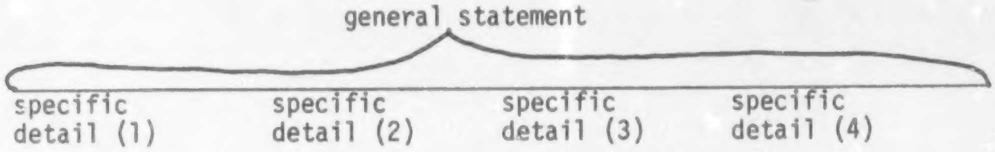
After you finish writing, your paragraph might look something like this:

Mrs. Johnson is a nice person. She contributes to many local charities. Often she will give a child in our neighborhood a quarter for candy or soda. She has donated costumes and props to the junior high drama club and has even offered to pay half the cost of a new movie projector for the school.

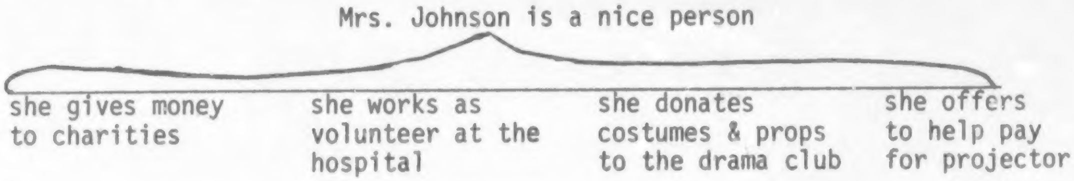
Now, if you remembered the exercise you did in Lesson 22, you would want to ask yourself if all the details in the paragraph support the topic sentence. Read the paragraph again. Are there any details in the paragraph which do not support the general statement, "Mrs. Johnson is a nice woman"?

ANSWER: No. All the details support the general statement.

However, the general statement (topic sentence) needs improving. We have said before that the topic sentence, or general statement, sums up all the details in the paragraph. We could say that the topic sentence INCLUDES all the details in the paragraph. If you think of the whole paragraph as a straight line and of the specific details as sections of the line, the picture will come out like this.



and it would look this way for our paragraph:

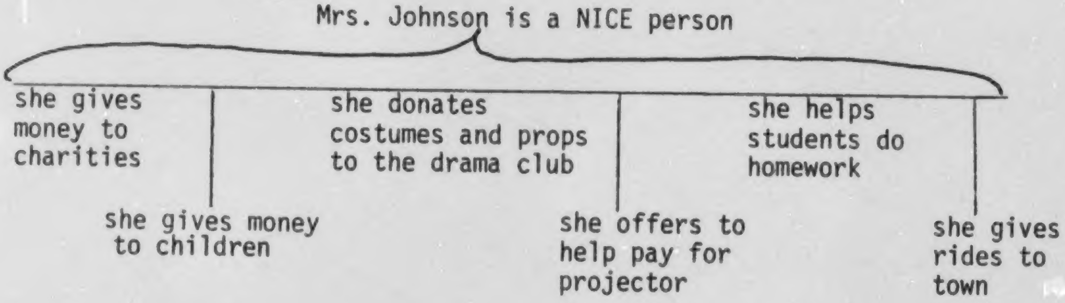

Mrs. Johnson is a nice person
she gives money to charities
she works as volunteer at the hospital
she donates costumes & props to the drama club
she offers to help pay for projector

The reason that our topic sentence still needs improving is that it could include many other details beside the ones in the diagram. Choose three details from the list below which could be included in "Mrs. Johnson is a nice person."

a. She smiles at people on the street.
b. She kicks old men.
c. She can't do addition problems.
d. She helps students do their homework.
e. She gives people rides to town.

ANSWER: a, d, and e.

The problem is that your topic sentence can include many more details than you originally planned to put in your paragraph. If you think of the graph again, the paragraph looks like this:


Mrs. Johnson is a NICE person
she gives money to charities
she gives money to children
she donates costumes and props to the drama club
she offers to help pay for projector
she helps students do homework
she gives rides to town

We must change the topic sentence so that it will include only the specific details we originally planned to put in our paragraph. Looking at the original details again, we see that they all refer to Mrs. Johnson's frequent gifts.

Self-Check Test 23-2

Directions: Write a complete well-organized paragraph using the following details:

a. Mrs. Johnson is a generous person. (topic sentence)
b. She gives money to charities.
c. She gives money to children .
d. She donates costumes and props to the drama club.
e. She offers to help pay for the projector.
f. She helps students do homework.
g. She gives rides to town.

Mrs. Johnson

Key to Self-Check Tests

Lesson 23

Self-Check Test 23-1 (A)

1. c 2. c

Self-Check Test 23-1 (B)

1. c 2. b

Self-Check Test 23-2

(Your paragraph should be similar to this one.)

Mrs. Johnson is a generous person. She contributes to many local charities. Often she will give a child in our neighborhood a quarter for candy or soda. She has donated costumes to the junior high drama club and has even offered to pay half the cost of a new movie projector for the school.

93

Lesson 23

Assignment 3: Paragraph Construction

Objective: The student will be able to write a paragraph using examples to develop the topic sentence.

You have now studied how to organize details in a paragraph and how to select a suitable topic sentence for a paragraph. Being able to recognize these parts of paragraphs written by others is important. However, your knowledge of what a good paragraph contains is more important when you apply this knowledge to your own original writing. Your paragraphs will be more clear and enjoyable if you practice what you've learned about putting paragraphs together.

Before you start to write, read the following:

A Lonely Hour

My first hour this morning was lonely. My father has gone off hunting, and my mother is sick with a cold. At seven-thirty the alarm clock rang. I shut it off quickly. I didn't want to wake Mother. In the October wind outside my window, the leaves of the aspen were floating by. I could hear the leaves swish as some brushed my window. I got dressed quickly and tiptoed into the kitchen. There I fried two eggs, made some toast and poured a glass of milk. As I ate, I turned on some music. I wasn't so lonely then, except when I heard my mother coughing. Usually she gets my breakfast and drinks a cup of coffee with me. I hope my mother gets well soon. Then we can have breakfast together again.

-Student Paragraph-

The student who wrote this paragraph has a topic - the first hour of the morning. She developed her topic with details of what happened during that first hour. Her paragraph is interesting and easy to read because all ideas are tied together well and relate to the topic.

You have to realize that the student who wrote "A Lonely Hour" had to spend some time organizing ideas. She probably had to rewrite sentences before she was satisfied with what she had. This writing, analyzing and rewriting of material is very important to the good writer.

Today you are to write a paragraph. Your paragraph should be entitled "My First Hour This Morning." Here are your instructions. Follow them carefully.

1. Write in pencil.
2. Decide the order in which you'll list the details to be written.
3. Use sights, sounds, and colors.
4. Construct a paragraph of at least fifty words.

My First Hour This Morning

Lesson 23

Assignment 4: Revising the Paragraph

Objective: The student will be able to analyze and correct errors in grammar and construction in an original paragraph.

Yesterday you wrote a beautiful paragraph that contained no errors and was absolutely perfect by anyone's standards. But, was it? Sometimes we are in such a hurry to finish things we *think* we've done a much better job than we actually have. In English, it is always necessary to proofread material you've written.

Using the list of "checks" below, go back to your paragraph on page 36 and proofread.

1. Read the paragraph aloud. (Does it make sense? Do the ideas follow each other naturally? If they do not, mark out parts or rearrange them.)
2. Read the paragraph silently. Check for spelling errors punctuation errors, run-on sentences, etc. (Pretend you are reading someone else's paper. Be very critical. Use a dictionary.

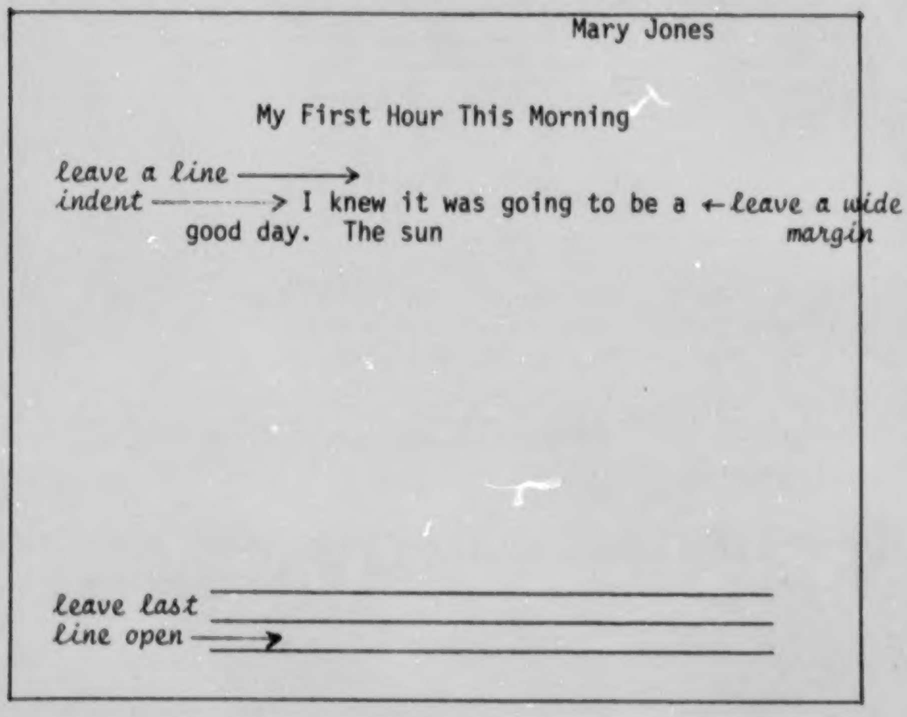
If you are not satisfied with your paragraph, good. Rewrite parts of it. This shows you've taken a genuine interest in the quality of your work.

STOP That's all for today. Surprised?

Lesson 23

Assignment 5 : Worksheet 23

By today your paragraph should be perfect. You have written it and rewritten it. Now you're ready to write what is called a "final draft." You should write your final draft in ink. Use your best penmanship. You will write your final draft on the next page. However, you will follow the example shown below.



Mary Jones

My First Hour This Morning

I knew it was going to be a good day. The sun

Write your paragraph on the page that follows. This page will be mailed to your teacher for grading.

Address ________________ Name ________________

MAIL THIS IN TO THE CORRESPONDENCE STUDY OFFICE WITH YOUR UNIT VIII TEST

UNIT VIII

LESSON 24

ASSIGNMENTS:

1. Theme Writing
2. Theme Writing
3. Theme Writing
4. Theme Writing
5. Worksheet 24

OBJECTIVE: The student will be able to show that he/she can use special techniques in descriptive writing by composing a 100-word passage using sensory images.

Lesson 24

Assignment 1: Theme Writing

Objective: The student will be able to show that he/she can use special techniques in writing by composing a 100-word descriptive passage using sensory images.

This lesson is designed to lead you from the construction of a single paragraph to the writing of a well-organized, interesting theme. The theme that you write on the last day will be your test for Unit VIII. Be sure that you study each assignment carefully. Go back to lessons 22 and 23 if you need to review something.

Each of us has five senses. They are: sight, taste, touch, smell, hearing.

"I have a sizzling hamburger for you."
If you heard those words, to which of your five senses would this appeal?
- sight
- smell
- taste
- touch
- hearing

Your mouth might water as your taste buds reacted. You would probably imagine a good odor. And, your eyes would "see" a picture of a hamburger on a bun with pickles, mustard, onions, whatever it is you like on a hamburger.

A few well-chosen words can create many pictures in a reader's mind. A good writer uses this technique to add color and interest to his or her story.

As a quick game, try this. Look around the room. Now describe ten things you see. Be specific. Don't see a pencil. See a yellow, chewed pencil with a half-worn eraser. Zero in on each thing you describe.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Read the following theme that was written by a high school student.

MY FATHER'S PIPE

My father's pipe is an unerring barometer of his moods. Smudged with brown stains and gnarled by his constant chewing, it is not attractive except in Dad's mouth, where it assumes wonderfully varied positions. When he is happy, it bobs up and down like a buoy at sea, short, decisive puffs of smoke shooting from the bowl. Without looking, I know that my father's face is relaxed in a broad grin. After a good meal of his favorite dish, baked macaroni, his pipe assumes a new angle, sagging droopingly from the corner, sending toward the ceiling long slow streams of smoke. Occasionally when in this mood my father removes his pipe and scans it in a quizzical, loving manner. When my father is angry, however, his pipe juts out taut and firm between his teeth; now and then it jerks up and down, spilling ashes over the wide expanse of his vest. Short nervous puffs rise from the bowl; large swirls of smoke steam from his mouth, reminding me of the legendary fire-spouting dragons of fairy-tale lore. After a tiresome day at the office my father's pipe suggests a weary spirit and exhausted body. Then it remains stationary in his mouth, puffs of smoke streaming out at long intervals. Very often the pipe goes out, and my father reaches wearily into his wrinkled pants pocket for a match. Yes, whatever his mood, there is no surer indicator than that battered old briar from which he derives daily pleasure.

-Student Theme-

(Keep in mind the fact that this theme was written by a high school senior. It is an exceptionally good one. You should be working toward this kind of writing. However, you are not expected to write this well now.)

Now, you write a theme. Choose one of the following as a topic. Make your theme exciting with colorful words. Check for correct spelling and punctuation.

Topics: Three Sounds I Hear
Three Actions I See
The Season
The Day
An Image of Someone's Face

After you have written and proofread your theme, stop for today.

Lesson 24

Assignment 2: Theme Writing

Objective. The student will be able to show that he/she can use special techniques in writing by composing a 100-word descriptive passage using sensory images.

Today you will make a detailed multiple-sense chart. To complete this chart, go to a busy place. Have your chart ready and start writing. If you decide to chart something such as dinner at the table, try to remember as much as you can. Then record your memories as soon as you have a chance.

Things I See	1. 2. 3. 4. 5.
Things I Hear	1. 2. 3. 4. 5.
Things I Smell	1. 2. 3. 4. 5.
Things I Touch	1. 2. 3. 4. 5.
Things I Taste	1. 2. 3. 4. 5.

You've finished for today.

Lesson 24

Assignment 3: Theme Writing

Objective: The student will be able to show that he/she can use special techniques in writing by composing a 100-word descriptive passage using sensory images.

What does the word *paper* make you see? To some of us the idea of *whiteness* comes quickly to mind. But we want to be more exact. So we might say *white linen paper*. Can we be more exact? Of course we can. We can say that we have white linen paper with scalloped edges and a flower printed at the top. The mental picture you receive when you hear a word is called an image. The more complete the image, the more exact the picture the reader receives.

There are three degrees of images. They are:

low concrete:	(paper)
middle concrete:	(white linen paper)
high concrete:	(white linen paper with scalloped edges and a flower)

If you can learn to go from a low concrete image to a middle or high concrete image your writing will be much more interesting to anyone who is reading it.

Your assignment for today is to write images of middle and high concreteness for these low concrete images. As you do each one remember that you are trying to get your reader to "see" what you see.

	middle concrete	high concrete
pipe		
candy		
pencil		
sand		
candle		
laugh		
water		
meat		
shoe		

Lesson 24

Assignment 4: Theme Writing

Objective: The student will be able to show that he/she can use special techniques by composing a 100-word descriptive passage using sensory images.

Tomorrow you are going to write a theme. This theme should have all of the qualities of a good written work. In lesson 22 you learned how to organize a paragraph so that is smooth and easy to read. In lesson 23 you saw that you should have a topic sentence and that you should develop that sentence with details. Finally, in this lesson, you have learned that a paragraph, theme or any other type of written work is much more interesting if you present a good, clear image. Keep all of these things in mind as you start your written assignment tomorrow.

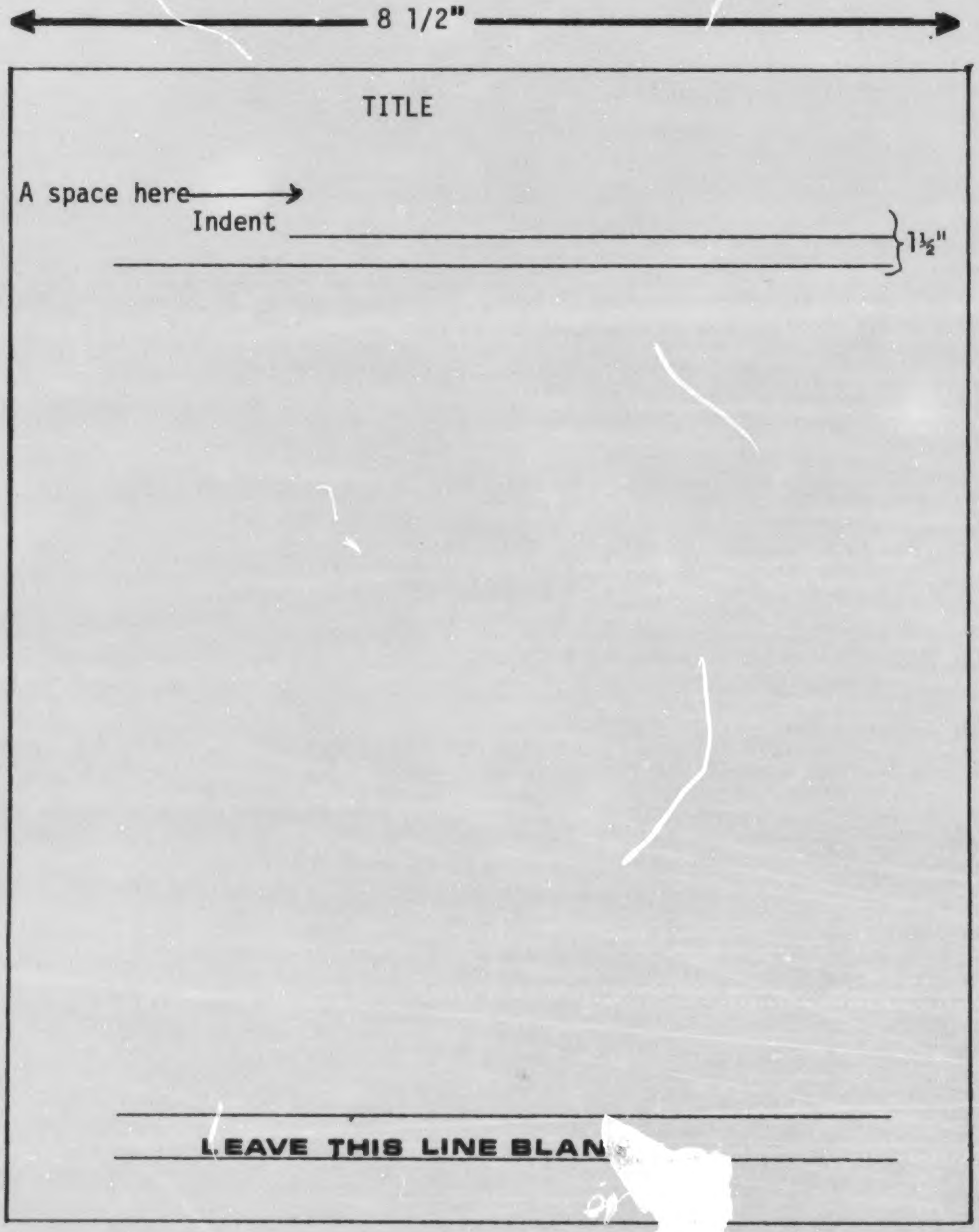
Listed below are ten topics. You are to choose one of these and write a rough draft of a 100-200 word theme. You should use a pencil and your own paper to write your rough draft. If you want to change anything, you simply erase and put in what you would rather have said. Keep these things in mind as you write.

1. Choose a topic that interests you.
2. Write in pencil.
3. Start with a topic sentence.
4. Outline your ideas on a piece of scrap paper.
5. Organize the ideas in clear sentences.
6. Use descriptive words.
7. Read your rough draft aloud.
8. Make changes if necessary.
9. Check your spelling and punctuation.

Choose one of these as the title of your theme:

The Moon Looks Down
A Windshield Wiper Speaks
A Black Look My Father Gave Me
I Am Living in the Clouds Today
They Don't Understand Me
We Have Hilarious Times
A River Leads a Sad Life
It's Great Being Out-of-Doors
My Dog Looks at Life
That Was My Lucky Day
I Forgot My Money
I Look Out for My Sister

Your theme should be set up in the following way:



Assignment 5: Theme Writing

Objective: The student will be able to show that he/she can use special techniques by composing a 100-word descriptive passage using sensory images.

Today you are to copy the theme you wrote yesterday. You are to write in ink and use your very best penmanship. This theme, copied in ink, will be sent to the Correspondence Study office for grading. Remember, you will not be graded on what you've said in your theme. That will be your area of freedom. You will be graded on how well you say what you feel. If you have studied Unit VIII carefully, you should have no trouble.

Here are some things the teacher will be watching for as she/he grades your theme.

The 8-Errors

1. Run-on sentences
2. Fragments
3. Misspelled words
4. Capitalization errors
5. Poor margins
6. No space under title
7. Poor penmanship
8. Lack of paragraph organization.

It would be well worth your time to go back and reread your rough draft. Check to make sure you have not committed any of the 8-errors listed above.

When you are satisfied with what you have written as a rough draft, copy your final draft on the next page.

There is no unit test for Unit VIII. Your theme will be your grade.

MAIL THIS IN TO THE CORRESPONDENCE STUDY OFFICE WITH YOUR UNIT VIII TEST

MAIL THIS IN TO THE CORRESPONDENCE STUDY OFFICE WITH YOUR UNIT VIII TEST

UNIT X

LESSON 28

ASSIGNMENTS:

1. Poetry (Introduction)
2. Poetry (Lyric)
3. Poetry (Free Verse)
4. Poetry (Haiku & Limerick)
5. Worksheet 28

OBJECTIVES:

The student will be able to:

1. formulate a definition of poetry.
2. recognize the properties of the lyric poem, free verse, Haiku and the Limerick.

Lesson 28

Assignment 1: Poetry (Introduction)

Objective: The student will be able to formulate a definition of poetry.

When you think of poetry do you think of a stanza of so many meters that rhymes with every other line? Too often we're forced to "study" poetry. What did the poet mean here? How many feet are in each line? Find the symbolism in this poetry. It is important to know what types of poetry there are. And, it is important that you can understand what the poem is trying to say. However, reading poetry is like reading prose. The poem should tell you a story. The poet has a harder job when he writes. His story has to be written with fewer words. But the poem is still a story. You should relax and read it for its meaning.

Poetry is everywhere. In addition to the poems handed down through the ages we have poems of present-day poets, poems as jingles to sell products, poems in popular songs and poems in the form of nursery rhymes.

So, what is poetry? Here are some definitions of poetry.

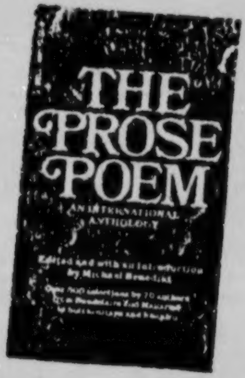
Poetry is:

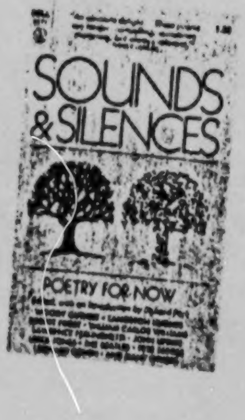
> the art of writing pleasure with truth by calling imagination to the help of reason.
>
> by Samuel Johnson (1709-1784)
>
> the spontaneous overflow of powerful feelings recollected in tranquility.
>
> by William Wordworth (1770-1850)
>
> the best words in the best order.
>
> by Samuel Taylor Coleridge (1772-1834)
>
> speech framed...to be heard for its own sake and interest even over and above its interest of meaning.
>
> by Gerald Manley Hopkins (1844-1899)
>
> a revelation in words by means of the words.
>
> by Wallace Stevens (1879-1955)
>
> the clear expression of mixed feelings.
>
> by W.H. Auden (1907-)

Look carefully at these definitions of poetry. Decide that you agree with one and know why you agree. Or, define poetry yourself. Do this on a piece of scrap paper or do it in your head. However, you need to make some commitment as to your opinion of what poetry is.

If you would like to read some good poetry, write to the librarian. After your study this week you'll know about types of poetry. Tell the librarian what you'd like to read. She has several volumes of the various kinds of poetry.

Go on to assignment 2.





Lesson 28

Assignment 2: Poetry (Lyric)

Objective: The student will be able to recognize the properties of a lyric poem.

Lyric poetry is the most common type of poetry in English. It is usually a short poem. It has rhyme and rhythm. It tells of the thoughts of one person. Lyric poetry is musical and free. In fact, this type of poetry originated in Greece. It was written to be sung with the lyee, a musical instrument.

Lyric poetry has been broken down into smaller types. There are elegies, odes and sonnets.

When we talk about *rhyme scheme*, we are talking about the pattern the author uses to rhyme words at the ends of lines. For instance:

Hey, diddle, diddle! (a) (5)
The cat and the fiddle, (a) (6)
The cow jumped over the moon; (b) (7)
The little dog laughed (c) (5)
To see such sport (d) (4)
And the dish ran away with the spoon. (b) (9)

The letters that are in parenthesis at the ends of the lines show the ryhme scheme. The last word of the first line gets an (a). Any word in the poem that rhymes with that would also get an a. If the next line does not rhyme, it gets a (b) and so on. Go back to the nursery rhyme and look at this again. The rhyme scheme of a poem does not have to go aabcdb. It can go abab or anyway the poet desires.

To measure meter in a line of poetry, you count the number of syllables in the line. In "Hey, Diddle, Diddle!" the meter is the number in parentheses at the end of each line. Many poems have more regular meter such as 5, 6, 5, 6. However, this too is left up to the poet.

Now, it's your turn. On a separate piece of paper, try writing a short, rhymed poem. It can have regular meter if you want it to.

Lesson 22

Assignment 3: Poetry (Free Verse)

Objective: The student will be able to recognize the properties of free verse.

Free verse is the opposite of rhymed, metered poetry. Free verse has no pattern. It does not rhyme. There is no rhythm established. Most of the poets of the twentieth century have experimented with and started writing free verse. Some of the most famous of these are E.E. Cummings, Emily Dickinson, William Carlos Williams and Wallace Stevens.

Free verse should give you no problem. Choose a subject. Write about it. Take out any extra words. Be honest.

My Mother

She is the queen
Of a house of urchins
Who constantly ask and
Whine and please.

Her heart is warm
As she gives out love
As if serving the dessert
After a good dinner.

Now you try. Use your own paper and compose a free verse poem of your own. It doesn't have to be long. It should not rhyme or have a set rhythm. Be sure that you try to write at least one free verse poem. Of course you may write as many as you like. Just don't skip this part of the lesson.

Lesson 28

Assignment 4: Poetry (Haiku and Limericks)

Objective: The student will be able to recognize the properties of Haiku and of limericks.

The poetry types you'll study today are even more "relaxed" than the free verse poems. Haiku is a form of Japanese poetry that has seventeen syllables in three lines. Most Haiku writers try to have about seventeen syllables per poem. However, this is not always possible. So, when you read Haiku, you will often see more or fewer than seventeen syllables. Here is an example of Haiku:

Rain falls in the night (5)
In the morning I awaken (8)
To the joyous new day. (6)
(19)

This poem presents a single, clear thought in short, non-rhyming lines.

Limericks are always popular. A limeric is five lines of poetry that have an aabba rhyme scheme. Edward Lear, an Englishman, made the limerick popular. Ogden Nash, an American, has done a lot to keep it alive.

This is a limerick by Edward Lear:

There was a Young Lady, whose Nose (a) (8)
Continually prospers and grows; (a) (8)
When it grew out of sight, (b) (6)
She exclaimed in a fright, (b) (6)
"Oh! Farewell to the end of my nose!" (a) (9)

For practice, choose a subject and write a Haiku. Then try completing the limerick that follows. Both of these should be done on a separate sheet of paper.

There was a young lad named Benny.
Who always was told he was skinny.
____
____
____

Address

Name

Assignment: Worksheet 28

A. Directions: Look carefully at the definitions on page 2 of this lesson. Choose one with which you agree and tell why you agree. Or, make up your own definition of poetry.

B. Directions: Write an original poem that rhymes.

C. Directions: Write a free verse poem.

D. Directions: Write either a Haiku or a limerick.

Address ______________________ Name ______________________

E. Directions: Answer the following questions.

1. What is meter (or rhythm) in poetry?

____

____

____

2. Who was the man who made limericks popular in England?

____

3. What is the rhyme scheme of this poem?

Roses are red, ( )
Violets are blue, ( )
Sugar is sweet, ( )
And so are you. ( )

MAIL THIS IN WITH YOUR UNIT X TEST

UNIT X

LESSON 29

ASSIGNMENTS:

1. Stories ("The Occurrence at Owl Creek Bridge" and "The Secret of Tilting Rock")
2. Tall-Tales
3. Myths
4. Spelling
5. Worksheet 29

OBJECTIVES: The student will be able to:

1. draw comparisons and contrasts using the stories of Bierce and Cutlip.
2. construct a tall-tale and a "myth" using principles outlined in the given assignments.
3. spell correctly words that are commonly misspelled.

Lesson 29

Assignment 1: Stories ("The Occurrence at Owl Creek Bridge" and "The Secret of Tilting Rock")

Objective: The student will be able to draw comparisons and contrasts using the stories of Bierce and Cutlip.

You will read two stories today. Both deal with happenings that could have occurred during the Civil War. "The Occurrence at Owl Creek Bridge" was written by Ambrose Bierce. Bierce has written a story of a man who, although he is not a soldier, runs into a problem from which there seems to be no escape. Ralph Cutlip's story, "The Secret of Tilting Rock," tells of the military actions of a young man who also lived during the Civil War period.

As you read these stories, keep a "diary" of happenings. The form which follows will help you. This diary will come in handy as you complete your worksheet for this lesson.

Now read: "The Occurrence of Owl Creek Bridge" (pages 68-74)
"The Secret of Tilting Rock" (pages 165-173)

Both stories are in Stories That Live.

As you read these stories, write down a sentence or two that would describe what happened in each chapter.

	"The Occurrence at Owl Creek Bridge"	"The Secret of Tilting Rock"
Chapter I		
Chapter II		
Chapter III		
Chapter IV		

You should try to answer the questions on pages 75-76 and pages 174-175. The answers to these questions are in the key at the end of this lesson.

Lesson 29

Assignment 2: Folklore (Tall-Tales)

Objective: The student will be able to construct a tall-tale using the principles outlined in the assignment.

Folklore can be defined as the traditional beliefs of a people that have been "handed down" from one generation to another. Almost every country has a group of stories that have been told year-after-year. There may be similarities in the stories of difference countries. However, each country has its own special way of telling the story. Folklore includes myths, legends, riddles, proverbs, nursery rhymes, superstitions, cowboy songs, popular ballads and tall-tales. Today, you'll study tall-tales.

The tall-tale has long been popular in America because it starts with a fact or something possible and then grows as the teller's imagination will let it. Life for many pioneers in the West was hard. From this hard life came the super-heroes of tall-tales. Some of these such as Paul Bunyan, Davy Crockett, Mike Fink, Pecos Bill and Johnny Appleseed have "lived" beyond the pioneer days. The wealth of humor in tales of the deeds of these men has made them interesting even to us today.

See if you can discover the pattern for a creation of a tall-tale hero. Look carefully at the following list.

Folk Hero	Region	Occupation
Paul Bunyan	North	logger
Davy Crockett	Tennessee	pioneer, settler, hunter
Mike Fink	Midwest	keelboatman
Pecos Bill	Southwest	cowboy
Casey Jones	Tennessee	railroad man

Three of the men listed above are lengendary heroes. The tall-tales about them are based on the lives of real people. Davy Crockett, Mike Fink and Casey Jones actually lived. However, the tales of Crockett's and Fink's shooting matches have to be considered exaggerations. And, Casey Jones' brave engineering has probably been glamorized a little too.

Paul Bunyan and Pecos Bill are based on some fact. However, we can safely say that there were never two real men who could have done some of the things Paul and Bill were said to have done.

By now you've heard many stories of the accomplishments of Paul Bunyan. At one logging camp he had an acre-sized cook stove, a three-mile-long dining table and boys delivering pancakes as they rode bicycles from one end of the table to the other. Paul's famous blue ox, Babe, grew so fast that one day he was found walking around with his barn on his back. He had grown out of it overnight.

Pecos Bill is famous in the Southwest. The tale of his life begins in Texas. Bill's dad felt too crowded there and decided to move west. Bill was about one year old when the family started out by covered wagon. As they crossed the Pecos River, Bill bounced out of the wagon. His parents, after five weeks of travel, missed him. (He was one of sixteen or so children.) However, it was too late to go back to look for him. So, Bill would have been left to die if he hadn't been adopted by a mother coyote. Living with her, Bill learned to hunt and survive in the rugged Southwest.

The most famous tale of Pecos Bill is the one which follows. It takes place after Bill has left the coyotes and become a cowboy. It tells of the creation of many unusual geographical formations in the Southwest.

Pecos Bill and the Oklahoma Cyclone

Bill was the best darn rider anywheres around. Thar was nothin' that could throw Bill, except for that Oklahoma cyclone. Bill had bet a feller that he could ride that cyclone bareback. And, he set out to prove hisself and win that bet. Word had come that the worst cyclone ever was causin' trouble on the Kansas-Oklahoma border. Bill caught it there, lassoed it and climbed aboard. With Bill spurrin' it in the flanks and swattin' its ears with his big hat, while rollin' a cigarette with his free hand, that cyclone cleared the prairies, re-routed rivers, flattened mountains and did other cantankerous things. Bill would have won that bet if that crazy cyclone hadn't rained out on him over Arizona. You know this is a true story because where that cyclone broke down, it washed out the Grand Canyon. Now you might be wonderin' what happened to Bill. Well, Bill fell for sure. Where did he fall? Did ya ever hear of Death Valley? Well, it wasn't there until Bill hit the ground. Now that part of California is over 100 feet below sea-level.

Yep! Pecos Bill was one fascinatin' character.

You'll have to admit that Paul Bunyan and Pecos Bill are tall-tale heroes. They are fun. As the story was told, the teller could add facts as he or she wished. From this we have stories of the many fantastic things our tall-tale heroes have done.

Your assignment for today is to create a tall-tale hero. This person can be based on a story you've heard or can be a brand new creation. However, decide on a situation that you will describe. Create your character. Then, work to get him or her out of the situation. Use a lot of exaggeration. This is one case in which you can get by with "stretching the truth."

Address ______________________ Name ______________________

Directions: Write a tall-tale. Give your story a title.

MAIL THIS IN WITH YOUR UNIT X TEST

Lesson 29

Assignment 3: Myths

Objective: The student will be able to construct a myth using the principles outlined in the assignment.

The tall-tale is a fun way Americans had of telling about the early pioneers. It is true that the tall-tale hero could do things that no real man or woman could have done. However, the character was usually based on a job-type that was very common during the time.

Today, let's look at another interesting way that people told of their heroes or heroines. The Greeks and Romans created gods and goddess and built stories around the doings of these make-believe heroes and heroines. Using the gods and goddesses, the Greeks and Romans gave "life" to wisdom, beauty, hate and occurrences in nature. The myth is different from a legend in that it has more supernatural happening and less historical background.

The following chart should help you to understand some the gods and goddesses.

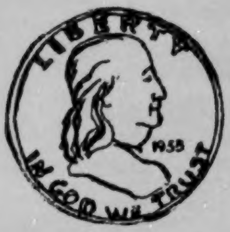
Description	Greek	Roman
god of all gods	Zeus	Jupiter
wife of Zeus	Hera	Juno
ruler of seas	Poseidon	Neptune
ruler of the underworld	Hades	Pluto
goddess of love	Aphrodite	Venus
god of war	Ares	Mars
messenger of the gods	Hermes	Mercury
goddess of the moon	Artemis	Diana
god of youth	Apollo	Apollo

You should realize that the Greeks and Romans gave names to things as well as to gods and goddesses. Look at the following examples:

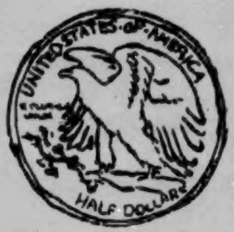
Hippocrene:	was a fountain which was created where the winged horse Pegasus pawed the ground
Argo:	was the fifty-oared ship of Jason
Mjollnir:	was Thor's giant hammer

There is an assignment for today. Although we still read of Greek gods and goddesses, they seem to be of a very distant past. So, let's go forward. Today, you are to pretend that you live in the year 3000 A.D. You were digging in a field and found the following object.

Front



Back



As a scientist in the year 3000 A.D., you begin to study this piece of metal. Your scientific report sheet is on the next page. Write an introductory paragraph as to what you have. Describe the object - weight, size, color, etc. Draw conclusions as to what the words printed on the metal must have meant. You will have to pretend that you have no history books to use as references.

Use your imagination. Don't give a simple description. Pretend you know nothing about the object. Make up things about it.

Another thing you might do is add words or terms that you, as a person living in 3000 A.D., might use.

Address

Name

Description of Object:

Meaning of Terms:

LIBERTY:

IN GOD WE TRUST:

1967:

UNITED STATES OF AMERICA:

QUARTER DOLLAR:

E PLURIBUS UNUM:

PICTURES:

Bird:

Person:

Conclusion As To Use of Object:

MAIL THIS IN WITH YOUR UNIT X TEST

Lesson 29

Assignment 4: Spelling

Objective: The student will be able to spell correctly words that are commonly misspelled.

Below is a list of 50 words that are commonly misspelled. Review the list. Then, mark through those that you know how to spell. Study any words you have not marked. After you feel that you can spell all of the words, take Self-Check Test 29-4.

Spelling Demons

1. definite
2. separate
3. truly
4. whether
5. experience
6. grammar
7. immediately
8. independent
9. business
10. athletic
11. appearance
12. necessary
13. occasion
14. surprise
15. occurrence
16. disappeared
17. knowledge
18. excellent
19. friends
20. studying
21. government
22. pleasant
23. similar
24. advise
25. advice
26. permanent
27. believe
28. superintendent
29. privileges
30. preceding
31. ceiling
32. changeable
33. forty
34. equipped
35. cemetery
36. stretch
37. perform
38. deceive
39. desert
40. dessert
41. descends
42. doctor
43. embarrassed
44. quiet
45. quit
46. height
47. freight
48. breathe
49. villain
50. loose

Self-Check Test 29-4

Directions: Fill in the correct letter or letters.

1. very defin____te conclusion
2. is tr___ly foolish
3. an unusual exper______nce
4. come immed________ly
5. a new bu________ness
6. they went tog_____ther
7. on that oc_____sion
8. a sad occu______nce
9. much knowl______ge
10. very good fr_______ds
11. autocratic gov_______ment
12. sim___l___r reaction
13. gave good advi_____e
14. bel_____ve in him
15. great priv_____leges
16. a high c______ling
17. of fo_____ty men
18. in the cemet_____ry
19. p_______form his duty
20. the des_______rt was good
21. the rain des_______nds
22. always embar________sed
23. six feet in heig_____
24. the vill______n
25. decide to q_______t
26. sep____rate the papers
27. know w___ether you are going or not
28. study of gramm___r
29. he is very independ___nt
30. an at_______letic girl
31. work is nec_____sary
32. a nice s______prise
33. the mirage dis_______peared
34. an excel_______nt scholar
35. she was stud_______ng
36. a pleas______nt talk
37. advi_____e him
38. perm______ent address
39. a superintend_____nt
40. prec_______ding day
41. words are chang______ble
42. well-equip_______d
43. str_______ch the line
44. never dec______ve me
45. live in the des_______rt
46. call a doct___r
47. a qu_____t church
48. could not breat____ fresh air
49. the wheel is l_____se
50. heavy fr______ght

Check your answers with the key at the end of the lesson. If you missed any words, learn to spell them correctly. Then go on to assignment 5.

ANSWER KEY TO SELF-CHECK TESTS

Lesson 29

Self-Check Test 29-1

(page 75-76)

A. 1. Alabama
2. planter (farmer)
3. Mrs. Farquhar
4. his watch
5. a Yankee sargeant

B. 1. T
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. F

C. 1. H
2. F
3. G
4. E
5. B
6. I
7. D
8. C
9. J
10. A

(page 174-175)

A. 1. b
2. c
3. b
4. a
5. b

B. 1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. F
10. T

C. 1. E
2. F
3. B
4. H
5. A
6. I
7. C
8. D
9. J
10. G

Self-Check Test 29-4

1. definite
2. truly
3. experience
4. immediately
5. business
6. together
7. occasion
8. occurrence
9. knowledge
10. friends
11. government
12. similar
13. advice
14. believe
15. privileges
16. ceiling
17. forty
18. cemetery
19. perform
20. dessert
21. descends
22. embarrassed
23. height
24. villian
25. quit
26. separate
27. whether
28. grammar
29. independent
30. athletic
31. necessary
32. surprise
33. disappeared
34. excellent
35. studying
36. pleasant
37. advise
38. permanent
39. superintendent
40. preceding
41. changeable
42. well-equipped
43. stretch
44. deceive
45. desert
46. doctor
47. quiet
48. breath
49. loose
50. freight

Address

Name

Assignment 5: Worksheet 29

Directions: Compare "An Occurrence at Owl Creek Bridge" and "The Secret of Tilting Rock." Fill in the blanks in the following chart.

	"Occurrence"	"Tilting Rock"
Setting (Where the story took place)		
Main Character's Name		
Description of Main Character		
Time in History		
Who's in Charge in the Story? (civilian or soldiers)		
Soldiers (Yankee or Confederate)		

MAIL THIS IN WITH YOUR UNIT X TEST

UNIT X

LESSON 30

ASSIGNMENTS:
1. Story ("Love of Life")
2. Dangling Modifiers
3. Fun
4. Review
5. Unit Test XA

OBJECTIVES: The student will be able to:

1. answer comprehension questions about a given story.
2. recognize dangling modifiers and correct sentences which contain these.

Lesson 30

Assignment 1: Story ("Love of Life")

Objective: The student will be able to answer comprehension questions about a given story.

You have read stories by Jack London before. In "To Build a Fire," Jack London presented a few hours in the life of a man who was not prepared to attack the wilderness alone. Read the title of your story for today. Do you think the main character will survive or die? As you read, compare this man's actions and attitudes with those of the main character in "To Build a Fire."

Read "Love of Life" on pages 88-96 of Stories That Live. Then take the Self-Check Test.

Self-Check Test 30-1

Directions: Do exercises A, B and C on pages 97-99.

A. 1. 2. 3. 4. 5.

B.

____1 ____6

____2 ____7

____3 ____8

____4 ____9

____5 ____10

C.

____1 ____6

____2 ____7

____3 ____8

____4 ____9

____5 ____10

Check your answers with the key. Then go on to assignment 2.

Lesson 30

Assignment 2: Dangling Modifiers

Objective: The student will be able to recognize dangling modifiers and correct sentences which contain these.

As you have learned, words have certain positions in sentences. Usually the subject is first, and the verb follows the subject. Adverbs, adjectives and prepositional phrases group around the words they modify. Of course the sentence order is not always the same. However, for the most part, a definite pattern is established. Sometimes, a clause, a phrase, or a word can "go wild" and move into an area where it should not be. When this happens, we say we have a dangling modifier. This dangling modifier causes confusion. The reader wonders what the writer means. Look at the following example of a dangling modifier.

Walking down the street, a flag was seen.

Was the flag walking? No, it couldn't have been. How can we rewrite this to make the sentence clear? We have to provide a word for the modifier "walking down the street" to modify. This may mean rearranging some of the words of the sentence too.

Walking down the street, I saw a flag.

Now we know who was walking down the street. Look at these examples.

(No) Writing for hours, the report was finished.
(Yes) Writing for hours, I finished the report.

(No) I fell over a rock running through the yard.
(Yes) While running through the yard, I fell over a rock.

Just remember that a phrase or clause must have a word to modify, and it must be as close as possible to that word.

Now take Self-Check Test 30-2(A). You should enjoy this. Some of the sentences are really funny.

Self-Check Test 30-2(A)

Directions: Rewrite the following sentences so that there are no dangling modifiers.

1. After lying in the attic for five years, my grandfather finally fixed the chair.

2. Coming up the harbor, the Statue of Liberty greets the immigrants to America.

3. He found a robin's egg mowing the lawn.

4. Sucking her thumb, Mother was pleased with the baby.

5. Holding his breath, the tree was struck by Mark.

6. To eat dinner, the table has to be set.

7. To wear a bikini, my husband has to be asked.

8. Being lazy about doing the dishes, the sink was something Fifi stayed away from.

9. Flying around the room, I saw two birds.

10. A horse was purchased by a red-haired man weighing about 1300 pounds.

Check your answers with the key. If you missed more than two sentences, take Self-Check Test 30-2(B).

Self-Check Test 30-2(B)

1. We tripped on a pile of hay dashing around the barn.

2. The wash on the line was hung there by a lady dripping wet.

3. Angry at her husband, the television was suddenly turned off by Sandra.

4. Tiptoeing through the living room, the piano was accidentally struck by John.

5. To date a nice girl, a monkey is something you can't behave like.

6. Sneaking in late at night, the refrigerator was raided by the boys.

7. Happy as a lark, the garbage didn't have to be taken out by Tim.

8. We saw an automobile accident sitting at our front window.

9. Jimmy tossed bait to the fish standing on the river bank.

10. I saw a falling star sitting on the front porch the other night.

Check your answers with the key.

Go on to assignment 3.

Assignment 3: Fun

Sometimes we study English and never go beyond the rules for reading and writing. Then, the language seems dry and boring. However, English is like anything else. Once we know the rules and are comfortable with it, we begin to relax and enjoy what we're doing. Today's assignment should make you see that writing can be a game and that reading can contain puzzles.

First of all, let's look at hidden words and palindromes.

Hidden Words

Below are two categories. Under each of these are ten sentences. Within each sentence is the name of an object that would be in that category. Look at the example and then try to find and underline the ten words in each category.

Animals and Birds

Example: There is no rib exercise. (ibex)

1. All the helium balloons soared up to the sky.
2. Let down the anchor. See what you can see.
3. The calf inched his way out.
4. The cab at the corner was empty.
5. One is a counting number.
6. I went on a catamarran.
7. Did you hear the rumor at that time?
8. Let Ruth enter now.
9. Share a good book.
10. If you lean back, the chair will tip on you.

Fish and Insects

1. Someone spilled ink. Now on Main and First, ink bugs everyone.
2. A word in the first act is "hark."
3. Coffee lovers all over the world are switching to Yuban.
4. It gets hotter and more humid in the summer.
5. He sat, unable to think.
6. She put on her ring.
7. He has a new carpet.
8. I cut bugs in sections for biology.
9. Give Sal money for the gift.
10. The souffle and the apple pie were good.

Did you find them all? Now see what you can do with palindromes. What is a palindrome? Well, *pop* and *dad* are palindromes. However, they are very simple ones. The following is a true palindrome. *Ten animals I slam in a net.* Can you define a palindrome? If you still aren't sure what one is, look at the following list. Study it carefully. Decide what makes a palindrome a palindrome.

Rise to vote, sir.
Too hot to hoot
Step on no pets.
No lemons, no melon
Did Hannah see bees? Hannah did!

Now, what is a palindrome? (The answer is in the key.)

You can read words. You can read for meaning. However, you can also read with the idea that you are looking for hidden clues in reading material. (Poetry reading is like this.) Look at the following chart. It is just a list of our Presidents, the years they were elected and the people they defeated, right? Wrong. After the chart are several questions. Try to answer these. Study the chart. Find the strange coincidences that have occurred.

YEAR	WINNER (no. of letters in last names)	LOSER
1880	Garfield (8)	Hancock (7)
1884	Cleveland (9)	Blaine (6)
1888	Harrison (8) 5'6"	Cleveland (9) 5' 11"
1892	Cleveland (9) 5'11"	Harrison (8) 5' 6"
1896	William McKinley (8) 5'10"	Bryan (5) 5' 10"
1900	same	same
1904	Roosevelt (9) 5'10"	Parker (6) 5'9"
1908	William Taft (4) 5' 10 1/2"	Bryan (5) 5' 10"
1912	Woodrow Wilson (6) 5'11"	Taft (4) 5' 10 1/2"
1916	same	Hughes (6) 5' 10"
1920	Warren Harding (7) 6'0"	Cox (3) 5' 10"
1924	Coolidge (8) 5' 10"	Davis (5) 5' 9 1/2"
1928	Hoover (6) 6'0"	Smith (5) 5' 11"
1932	Roosevelt (9) 6'2"	Hoover (6) 6' 0"
1936	same	Landon (6) 5' 11"
1940	same	Willkie (7) 6' 2 1/2"
1944	same	Dewey (5) 5' 8"
1948	Harry Truman (6) 5'9"	same
1952	D.D. Eisenhower (10) 5' 10 1/2"	Stevenson (9) 5' 10"
1956	same	same
1960	Kennedy (7) 6'0"	Nixon (5) 5' 11"

Questions for President's Mystery

1. Look at the number of letters in the winner's name and the number of the letters in the loser's name. What fact can you find?

2. Look at the last names of the Presidents elected from 1896-1960. Can you see any similar feature in each of these?

3. Compare the heights of the winners and the losers. Who usually won?

4. Add the sum of each year from 1896 to 1936. If the sum is an even number, see which party won. If the sun is an odd number, which party won? Now look at 1940-1960. Add the sums again. What has happened here?

You might want to list the Presidents after 1960 to see if the pattern continues.

The answers to the hidden words, to what a palindrome is and to the "President Mystery" are given in the key.

Go on to the review in assignment 4.

ANSWER KEY TO SELF - CHECK TEST

Lesson 30

Self-Check Test 30-1

A. 1. b   2. c   3. a   4. c   5. b

B. 1. I   3. J   5. A   7. F   9. B
2. H   4. E   6. G   8. C   10. D

C. 1. T   3. T   5. F   7. T   9. T
2. T   4. F   6. T   8. T   10. F

Self-Check Test 30-2(A)

1. After lying in the attic for five years, the chair was finally fixed by my grandfather.
2. Coming up the harbor, immigrants to America are greeted by the Statue of Liberty.
3. While mowing the lawn, he found a robin's egg.
4. Sucking her thumb, the baby pleased Mother.
5. Holding his breath, Mark struck the tree.
6. To eat dinner, you have to set the table.
7. To wear a bikini, I have to ask my husband.
8. Being lazy about doing the dishes, Fifi stayed away from the sink.
9. I saw two birds flying around the room.
10. Weighing about 1300 pounds, a horse was purchased by a red-haired man.

Self-Check Test 30-2(B)

1. Dashing around the barn, we tripped on a pile of hay.
2. Dripping wet, the wash was hung on the line by a lady.
3. Angry at her husband, Sandra suddently turned off the television.
4. Tiptoeing through the living room, John accidentally struck the piano.
5. To date a nice girl, you can't behave like a monkey.
6. Sneaking in late at night, the boys raided the refrigerator.
7. Happy as a lark, Tim didn't have to take out the garbage.
8. Sitting at our front window, we saw an automobile accident.
9. Standing on the river bank, Jimmy tossed bait to the fish.
10. Sitting on the front porch the other night, I saw a falling star.

"Fun Answers"

Animals and Birds

1. loons
2. horse
3. finch
4. bat
5. gnu
6. cat
7. rat
8. hen
9. hare
10. pony

Fish and Insects

1. stinkbug
2. shark
3. eel
4. otter
5. tuna
6. herring
7. carp
8. insects
9. salmon
10. flea

Palindromes

A palindrome is a phrase or sentence that reads the same if spelled backwards.

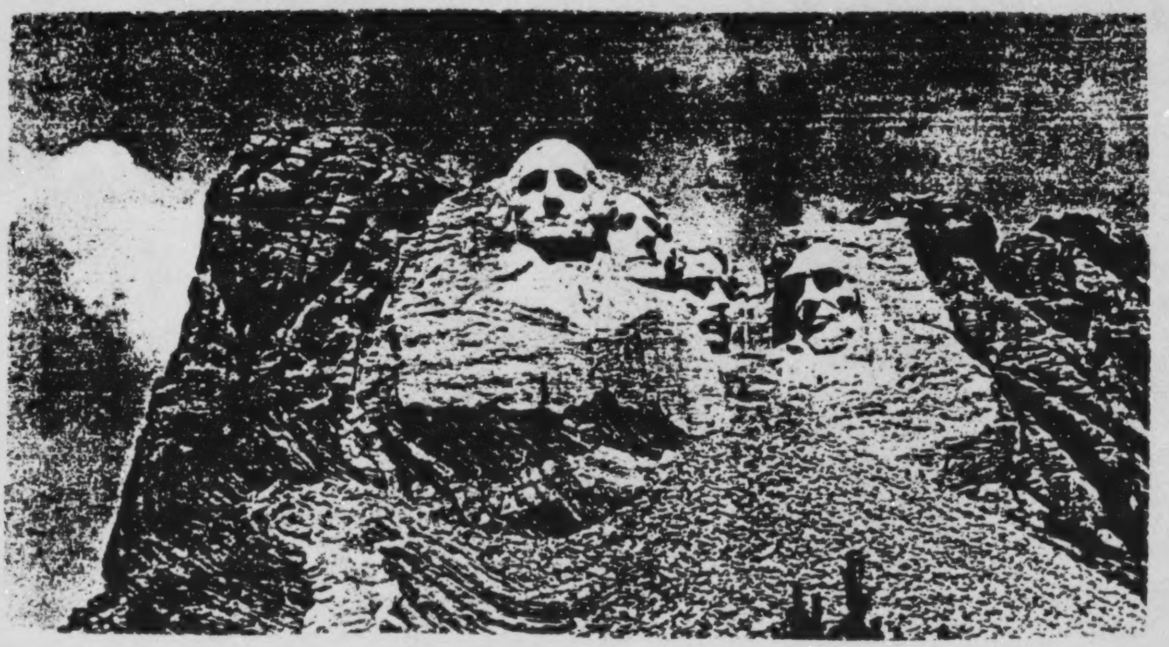
President's Mystery

1. Almost every winner had more letters in his name than the loser had.

2. All who won had double letters in one of the names.

3. The taller man usually won. This is true for all but two.

4. 1896 - 1936 = Even numbers, Republicans won
Odd number, Democrats won
1940 - 1960 = Even numbers, Democrats won
Odd numbers, Republicans won



Lesson 30

Assignment 4: Review

Use the following as a checklist. If you feel confident about the area listed, check it off. If you had trouble with an area and need to review, go back today. Spend enough time to guarantee yourself a good grade.

_____Lyric Poetry
_____Free Verse
_____Haiku
_____Meter
_____Rhyme Scheme
_____"Occurrence at Owl Creek Bridge" and "The Secret of Tilting Rock", "Love of Life"
_____ Literary Properties of Tall-Tales and Myths
_____ 50 Spelling Words

SPEND AT LEAST AN HOUR IN REVIEW.

When you are ready to take Unit Test X, ask your supervisor to give it to you.

When you have finished everything for this unit, give everything that is to be mailed to your supervisor.

Begin work on Unit XI.

UNIT XI

LESSON 31

ASSIGNMENTS:

1. Introduction to The Red Badge of Courage
2. Historical Background of the Novel
3. Chapters 1 and 2
4. Chapters 3 and 4
5. Worksheet 31

OBJECTIVES: The student will be able to answer comprehensive questions about material read in Lesson 31.

Lesson 31

Assignment 1: Introduction to The Red Badge of Courage

Lesson 31, 32 and 33 will guide you through a novel that is considered to be an American classic. You will read The Red Badge of Courage, a novel of one young man's struggle to find himself. As you work through the assignments, you will find that there are worksheets at the ends of lessons 31 and 32. These and the worksheet at the beginning of assignment 1 of Lesson 33 are to be answered carefully and thoroughly. These worksheets were designed to make you look carefully at the story. You will be expected to study each chapter well enough to understand meanings deeper than those presented in a simple story. With this, you will be building comprehension and literary understanding. This skill of "searching out" facts can be applied to any story or poem you read.

In addition to the worksheets, you are expected to read and answer the comprehension questions at the end of the chapters. You may write these on paper or answer them mentally. They are not to be sent in. There is no answer key for these. If you don't know an answer, reread the chapter and find the answer. It will be important that you can answer each question before you go on to the next chapter.

Finally, do what is asked of you in the "Vocabulary Development" section at the end of each chapter. You will be tested on this on the Unit Text XI.

Before you start to read The Red Badge of Courage, you should have some background information on both the author and the Civil War.

The Author

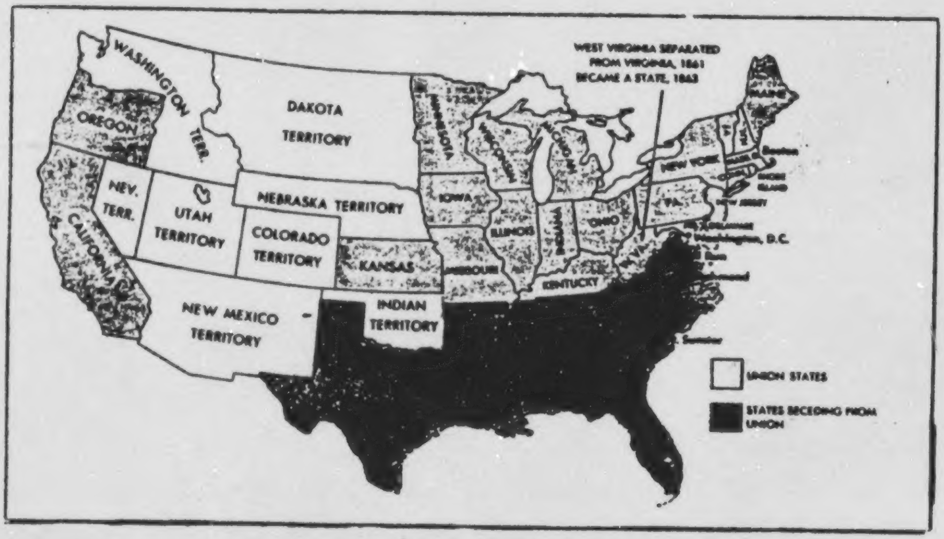
Stephen Crane (1871-1900) - was born in New Jersey but spent much of his youth in upstate New York. He attended Lafayette College and Syracuse University, each for a year, and then moved to New York City, where he existed as a struggling author and part-time reporter for two newspapers. His first book, Maggie: A Girl of the Streets, was rejected by publishers as too grim. After reading Tolstoy and Battles and Leaders of the Civil War, he wrote The Red Badge of Courage. The great study of the mind of an inexperienced soldier trapped in the fury and turmoil of war was a major success. Early reviewers of the book decided that only an experienced soldier could have written it. As a result, Crane spent most of the rest of his life in the field of war reporting.

His war reporting took him to Mexico and Cuba, where the sinking of his ship and his forty-hour struggle with the waves led to his most famous short story, "The Open Boat." The hardships he endured as a war correspondent broke his health, but he continued to write poetry, short stories and sketches. He died of tuberculosis in Germany, where he had gone to seek a cure, at the age of twenty-nine.

The Civil War

On December 20, 1860, South Carolina seceded from the United States. Lincoln had been elected. And, although President Lincoln declared that he did not think there should be interference from the government in the slavery issue, he did take a strong stand against secession. After South Carolina, six other states - Georgia, Alabama, Texas, Mississippi, Louisiana and Florida - also seceded. And, on April 12, 1861, the Confederate forces fired on Fort Sumter. As Jefferson Davis, President of the Confederate States, and Abraham Lincoln, President of the United States, called for volunteers, the situation looked like this.

	Men Available	Advantages
Union (all states other than those listed below)	- 5,500,000 - men had general education - men needed to work at home	- had the factories - had food supplies - had railroads
Confederate (South Carolina, Georgia, Alabama, Texas, Mississippi, Louisiana, Florida, Arkansas, Virginia, Tennessee, North Carolina	- 1,300,000 - men were well-educated - leaders were West Point trained	- were willing and able to fight (slaves did work) - accustomed to outdoors - skilled in use of guns



Once the War had started, the breakdown of some major battles looked like this.

Battle	Date	Northern Leaders	Troops	Southern Leaders	Troops	Winner	
Fort Sumter, S.C.	4/61	Anderson	75	Beauregard		South	
Shiloh, Tenn.	4/62	Grant	38,000	Johnston	40,000	North	
New Orleans, La.	4/62	Farragut	11,000	Mitchell		North	South loses New Orleans
Richmond, Va.	7/62	McClellan	92,000	Lee	80,000	South	Richmond held
Bull Run, Va.	8/62	Pope	65,000	Lee	54,000	South	Richmond held
Antietam, Md.	9/62	McClellan	75,000	Lee	40,000	North	Lee stopped
Fredericksburg, Va.	12/62	Burnside	116,000	Lee	78,000	South	
Vicksburg, Miss.	7/63	Grant	75,000	Pemberton	40,000	North	
Chattanooga, Tenn.	11/63	Grant	60,000	Brogg	40,000	North	
*Chancellorsville, Va.	5/63	Hooker	60,000	Lee	40,000	South	
Atlanta, Ga.	9/64	Sherman	112,000	Hood	71,000	North	
Savannah, Ga.	12/64	Sherman	60,000			North	South out of supplies
Richmond, Va.	6/65	Grant	120,000	Lee	55,000	North	South defeated

*Where The Red Badge of Courage supposedly took place.

The places of battles listed above can be found on the map.

On April 9, 1865, General Robert E. Lee surrendered to General Ulysses S. Grant at the court house at Appomattox, Virginia. The Civil War was over.

Assignment 2: Historical Background of the Novel.

The Book

The Red Badge of Courage: An Episode of the American Civil War was published in 1895. The unnamed battle of the novel has been identified as the Battle of Chancellorsville. The book, however, deals less with the war that rages on the battlefield than with the war that is waged in the youth's mind: the agonies of Henry Fleming's extreme isolation from others, his confrontation with death, the nagging question of "Who am I?" and his feelings of guilt and failure. Crane himself called The Red Badge of Courage "a psychological portrayal of fear."

Crane's best-known work was a first in several respects: It was the first truly modern war novel and set the mold for the treatment of war in modern fiction. It was also the first book to be written about an American war that didn't treat war romantically. The author's revelations about the fears and feelings of soldiers provided a new experience to readers who were not used to reading about the ugly side of war. As a result, the book was criticized by patriotic groups and Civil War veterans.

The critics, however, generally admired The Red Badge of Courage. One of them called Crane "the chief impressionist of our day" and praised the "wonderful fervor and freshness of style." Joseph Conrad, himself an impressionist, liked Crane's "genuine verbal facility, wedding analysis and description in a continuous fascination of individual style." William Dean Howells noted that Crane's "genius seemed to spring to life fully armed." Later, Ernest Hemingway, also a portrayer of war, called the book "a great poem."

In this novel you will meet the following characters:

Henry Fleming:	"the youth" whom war matures
Jim Conklin:	"the tall soldier," an older veteran, whose death teaches Henry courage
Wilson:	"the loud soldier," Henry's young friend, whom war also matures
The ragged man:	a wounded veteran who shows genuine concern for Henry

Only three of the characters are named, and still Crane seldom refers to any of them by name. Look now at the description of each character. You will probably read of them as "the youth," "the tall soldier" and "the loud soldier" rather than Henry, Jim and Wilson.

In preparing to read this novel, you should learn the following literary terms. Crane has used each of these extremely well. You are given an example of each literary term. However, you should watch for other examples as you read.

Literary Terms to Know

Realism is the author's attempt to "tell it like it is," the "it" here being real life, rather than life as it should be (romanticism). In The Red Badge of Courage, there are hundreds of examples of realism, the main one being the study of conflict between a man's will and his fate.

Naturalism's exponents approach life with a cold, objective, almost scientific eye. Man is viewed as a vulnerable puppet who acts according to his instincts in response to the conditions--and whims--of his environment. Nature is viewed as peaceful, indifferent to man's troubles. Naturalism is expressed by: "It seemed difficult for (Henry) to believe that nature had remained peaceful during these horrible events."

Impressionism is a method of writing in which the author presents characters, scenes, and moods as he sees them at a particular moment rather than as they exist in reality. There are many examples of impressionism in the book, and they frequently occur in the form of colors: "the red trembling reflection on a campfire"; "blue, pure sky"; "the columns, looking like purple streaks in the fading daylight."

Symbolism is the use of symbols to represent an object, idea or emotion other than itself. The red badges of courage, the bloodied bandages on the soldiers' wounds, are symbols of courage and daring to these soldiers. On page 41, the seeming victory of the Union side was symbolized by the "battle flag in the distance (dancing) about madly." The dancing, however, was premature: "The flag suddenly sank down, as if dying. Its motion as it fell was a gesture of defeat."

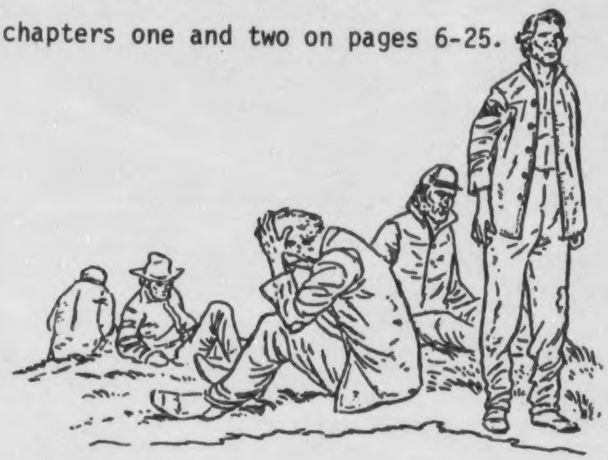
It is important to note how successfully Crane was able to mesh all four of these "isms" in his writing, the first American writer to do so.

Now you should have a fairly good idea of what the Civil War was, where it was fought and how Crane wrote of it. Tomorrow you'll begin reading The Red Badge of Courage.

Assignment 3: Chapters 1 and 2 of the novel

As you read, you might want to take notes that will help you as you do your worksheets. Also, remember to answer all of the questions at the ends of the chapters and do the vocabulary work.

Read chapters one and two on pages 6-25.



Assignment 4: Chapters 3 and 4 of the novel

Read chapters three and four on pages 29-37.

Address ______________________ Name ______________________

Worksheet 31

1. If Crane never fought in a war, how could he create such a realistic novel?

2. List some of the reasons you feel the South lost the Civil War.

3. The motivation of a character is what causes his actions. What motivates Henry Fleming to enlist in the war?

4. What does Henry think war is like?

5. A simile is a figure of speech in which two unlike things are compared using the words "like" or "as" in the comparison. Find the simile on page 20.

Address ______________________________ Name ______________________________

6. Personification is writing something so that ideas, animals or things are given qualities of a human. An example would be found on page 23 "In the darkness the youth pictured in his mind a thousand-tongued fear that would haunt him and cause him to run away in battle,.... " What is the personification and what does it mean?

____

____

____

7. By the end of chapter 2, how has Henry's opinion of war changed?

____

____

____

8. Why does Crane call the main character "the youth" rather than Henry? Why does he use "the tall soldier" and the "loud soldier" instead of Jim and Wilson?

____

____

____

9. Reread the last paragraph on page 48. How does this make you feel after reading the horrible description of the battle?

____

____

____

10. What is Henry's greatest fear?

____

____

MAIL THIS IN WITH YOUR UNIT XI TEST

UNIT XI

LESSON 32

ASSIGNMENTS:
1. Chapters 5 and 6
2. Chapters 7 and 8
3. Chapters 9 and 10
4. Chapters 11 and 12
5. Worksheet 32

OBJECTIVE: The student will be able to answer comprehensive questions about The Red Badge of Courage.

Lesson 32

Assignment 1: Chapter 5 and 6

Read chapter five and six on pages 52-73.

Assignment 2: Chapters 7 and 8

Read chapters seven and eight on pages 75 to 93.

Assignment 3: Chapters 9 and 10

Read chapters nine and ten on pages 96 to 115.

Assignment 4: Chapters 11 and 12

Read chapters eleven and twelve on pages 118 to 141.

Address ______________________

Name ______________________

Worksheet 32

1. William Tecumseh Sherman, a famous Union general, said, "I am tired and sick of war. Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for blood, more vengeance, more desolation." Do the men in Henry's regiment agree with him?

2. In what ways are the Northern and Southern armies alike?

3. What is a red badge of courage? Why do you think Crane used this phrase as the book's title?

4. Henry finally gets his red badge of courage. Do you think his wound is one earned from courage? Why?

5. On page 75, Henry "could hear the whole regiment saying, "Where's Henry Fleming? He ran, didn't he?" Could he really hear the men saying this, or was he imagining what the others might say?

6. Irony can occur if the meaning of words spoken is opposite of their actual meaning. On page 86, the corporal says that Henry's "bullet" wound "...raised a big lump just as if some fellow had hit you over the head with a club." Try to explain why this is ironic.

____

____

____

____

7. At the end of Chapter 8, the loud soldier has matured. How has the war caused him to "grow up"?

____

____

____

MAIL THIS IN WITH YOUR UNIT XI TEST

UNIT XI

LESSON 33

ASSIGNMENTS:	1. Worksheet 33a 2. Worksheet 33b 3. Worksheet 33c 4. Review 5. Unit Test XIA
OBJECTIVES:	The student will be able to answer questions on literary terms, vocabulary and ideas presented in *The Red Badge of Courage*

Address ____________________ Name ____________________

Worksheet 33a

1. Reread the fourth paragraph on page 97. How do the soldiers feel at this point?

2. In chapter 9 Henry's attitude changes. Now he feels superior to Wilson and the officers. What makes him feel that he is better than they are?

3. How does Henry gain his courage?

4. How did Henry's wound become a "badge of courage"?

5. Think of the colors and sounds of this story. List fifteen here.

6. Why would men fight to be the flag-bearer for their regiment? Aren't flag-bearers easy targets for the enemy?

7. When does Henry prove he has courage?

8. Robert E. Lee said, "It is well that war is so terrible. We would grow too fond of it." Does Henry see war as terrible and yet fascinating? Why do you feel this way?

9. Henry has grown into a man during this war. Do you think Crane was trying to prove that war was a good thing? Why?

10. Why do you think Crane ends the story with a scene where the sun is coming out?

MAIL THIS IN WITH YOUR UNIT XI TEST

Address ______________________ Name ______________________

Worksheet 33b

A. Directions: Underline the root words in these italicized words.

1. She wanted Henry to be *comfortable*.
2. He was *impatient* while she spoke to him.
3. Henry feared that he might turn out to be something quite *different* from a hero.
4. No one denied the soldier's *statement*.
5. The soldier felt *heroic* going off to the war.
6. He seemed to *disappear*.
7. He wore a puzzled *expression*.
8. The *conversation* was boring.
9. The men jumped *continuously* from side to side.
10. The *agreement* was signed.

B. Directions: Explain the meaning of the italicized word. Use context clues.

1. He looked for a *refuge*, such as a cave or abandoned cabin to hide in.

   ____

2. At times the soldiers were on a *starvation diet* that gave them less energy than they needed to go on fighting.

   ____

3. He was *paralyzed* with fear - he could not even tremble.

   ____

4. They filled their canteens with water at a *cistern*, or storage tank.

   ____

5. Then the soldier *languished* in his cot between battles like a cat in the noonday heat.

   ____

C. Directions: The word drawn has many meanings. Three of these are "attached," "hauled or driven" and "sketched." Which meaning fits each sentence below.

1. The carriage was drawn by two large horses. __________
2. The picture was obviously drawn by a child. __________
3. The flies were drawn to the honey. __________

D. Directions: A compound word is one made up of two smaller words. Common parts of compound words are in, out, over, under, up, self, body and way. Give eight compound words using each of these short words.

1. in: ______________________________
2. out: ______________________________
3. over: ______________________________
4. under: ______________________________
5. up: ______________________________
6. self: ______________________________
7. body: ______________________________
8. way: ______________________________

MAIL THIS IN WITH YOUR UNIT XI TEST

Address ______________________ Name ______________________

Worksheet 33c

Directions: Choose a few lines from the book. Copy those lines below. Put quotation marks around the lines. Then leave a whole line of space and start a new paragraph. This paragraph will contain your story of a moment in your life of which this sentence in the book reminds you. In your paragraph about yourself, tell when and where the experience took place, the name of the town and the month of the year. You can make your story even more interesting by telling exactly where the experience was. As you tell about this, use sound words and color words. Build up the scene as the writer of your book would do.

MAIL THIS IN WITH YOUR UNIT XI TEST

Assignment 4: Review

Tomorrow you will take a test on The Red Badge of Courage. On that test you will have questions about the story, the war and Henry Fleming. If you have studied and read carefully, you should have no trouble with the test. You will have to remember to use full sentences when you are asked to answer comprehension questions. These questions are very important to your grade. Don't stop with a one-or-two-sentence answer. State your opinion and then defend it well.

Another part of the test will ask you to show what you have learned in the way of vocabulary. You might want to review how to find meaning through context clues.

You should review the pages dealing with Crane and the Civil War. Don't spend a lot of time memorizing dates. Learn basic facts about Crane and his writing, about the Civil War and about the book itself.

Finally, be sure you know the four literary terms. You should be able to give examples for all four.

Spend at least an hour in review today. Your test is important. Study enough so that you go into the test feeling confident.

UNIT XII

LESSON 34

ASSIGNMENTS:
1. Commas and Colons
2. Letters (Friendly)
3. Letters (Thank You, Invitational)
4. Letters (Business)
5. Worksheet 34

OBJECTIVES: The student will be able to:

1. use the comma correctly in typical letter uses and use the colon correctly.
2. write friendly, thank you and invitational letters in acceptable formats.
3. write a business letter in an acceptable format and address an envelope in an acceptable fashion.

Lesson 34

Assignment 1: Commas and Colons

Objective: The student will be able to use the comma correctly in typical letter uses and use the colon correctly.

This assignment will help you as you write friendly and business letters. There are few rules to learn. However, those that are presented here are very important to proper form. Make sure you know each rule before you go on to writing letters.

A. The comma in dates and addresses

If a date or an address has more than one part to it, put a comma after each part. If a date or address has only one part to it, a comma is usually not required.

Examples

He moved to 126 Smith Street on Saturday. (The address in this sentence has only one part to it. Therefore, it would be wrong to place a comma after the word Street.)

He moved to 126 Smith Street, Burnaby, on Saturday. (The address in this sentence has more than one part to it. Therefore, a comma is needed after each part.)

We arrived on June 16 and stayed for three weeks. (The date in this sentence has only one part to it. Therefore, it would be wrong to place a comma after the number 16.)

We arrived on June 16, 1973, and stayed for three weeks. (The date in this sentence has more than one part to it. Therefore a comma is needed after each part.)

NOTE THE FOLLOWING SPECIAL PROBLEMS IN THE USE OF DATES AND ADDRESSES.

He moved from 126 Smith Street to 248 Logan Avenue. (There are two separate addresses in this sentence. Each address has only one part to it. Therefore, it would be wrong to place a comma after the word Street.)

He moved from 126 Smith Street, Las Cruces, New Mexico, to 248 Logan Avenue, Fairbanks, Alaska. (There are two separate addresses in this sentence. Each address has more than one part to it. Therefore, a comma must be placed after each part of each address.)

She stayed in Seattle from May 28 until June 5. (There are two separate dates in this sentence. Each date has only one part to it. Therefore, it would be wrong to place a comma after the number 28.)

She stayed in Seattle from December 22, 1969, until January 9, 1970. (There are two separate dates in this sentence. Each date has more than one part to it. Therefore, a comma must be placed after each part of each date.)

Try the sentence in the following exercise to test your ability to use commas correctly.

Self-Check Test 34-1(A)

Directions: Copy the following sentences and supply the necessary commas.

1. The wedding was on Tuesday June 9 1967 at 427 Maple Drive Anchorage Alaska.
2. They lived in Paris France from January 4 1954 to May 3 1956.
3. Tuesday February 17th 1943 was a date he would never forget.
4. Take this package to Apartment 16 14 East Street Juneau.
5. Don't forget that my holidays run from August 12 until August 27.

Check your answers with the key at the end of this lesson. If you made no more than one mistake in the above exercise, go on to Part B of this assignment.

-BUT-

If you made more than one mistake, review the note presented in part A before you go on.

B. The colon in times, greetings, as a preface to lists, and as an introduction to long quotations

Times

Use a colon to separate the hours and the minutes when you are writing a time.

Examples

Our closing time is 5:15 p.m.
The next train will arrive at 10:07 a.m.

Greetings in business or formal letters

Use a colon after the salutation or greeting in a business or formal letter.

Examples:

Dear Sir: Gentlemen:

As a preface to lists

Use a colon to introduce a list (or an illustration or statement).

Examples:

To be a competent tennis player, one needs the following: solid strokes, a reasonable racket, good speed, and a calm disposition.

I had three problems: my job, my wife and my bank balance.

NOTE: Do not use a colon where the list is introduced by a verb.

Example:

My three problems were my job, my wife and my bank balance.

To introduce long quotations

Use a colon to introduce a long quotation.

Example:

In his poem, "In School Days," Whittier writes:
> Still sits the school house by the road
> A nagged beggar sleeping.
> Around it still the sumachs grow
> And blackberry vines are creeping...

Now try the following exercise to test your ability to use the colon correctly.

Self-Check Test 34-1(B)

Directions: Recopy the following sentences and supply colons where necessary.

1. The ferries leave Juneau at the following times 215 p.m., 615 p.m., and 730 p.m.

2. (Opening to a business letter) Dear Sir I am writing to you to request the following items 1 can of white paint, 1 can of blue paint, and one can of paint remover.

3. Bring me a sandwich at 1015 a.m. with a filling consisting of tomato, sprouts, cheese and lettuce.

____

____

____

Check your answers with the key. If you made no more than one mistake in the above exercise, you are finished for today.

- BUT -

If you made more than one mistake, review the notes in part B of this assignment. It is very important that you understand how to use commas and colons correctly.

Go on to assignment 2.

Lesson 34

Assignment 2: Letters (Friendly)

Objective: The student will be able to write a friendly letter in an acceptable format.

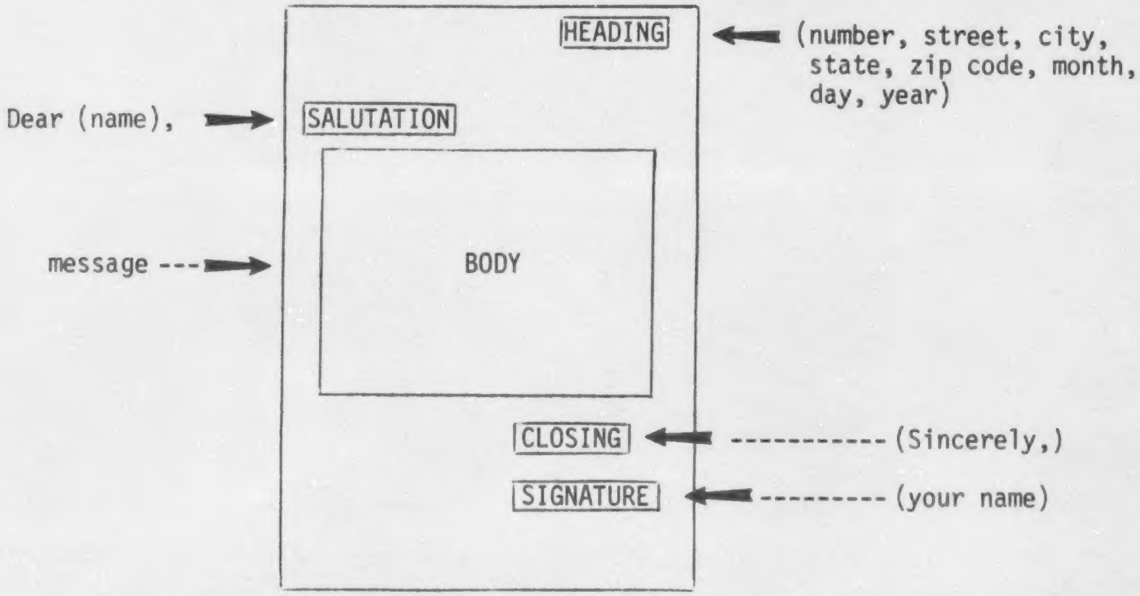
The writing of a friendly letter is as much of an art as the writing of a business letter. A friendly letter is your way of communicating with another person. When you visit with someone, who is a friend, you are courteous. It is a pleasure to be with him or her, and your actions and speech show this. When you write a friendly letter, your words should show the same courtesy.

You should be as relaxed and natural in your writing as you are in a personal visit.

There are some standards of proper form that you should remember as you write a friendly letter. They are:

1. Use unlined white paper.
2. Leave one-inch margins on all sides.
3. Use black or blue ink.
4. Write neatly.
5. Use an envelope that matches the paper.
6. Address the envelope properly.
7. Put the return address on the front of the envelope or on the back flap.
8. Fold the letter neatly.

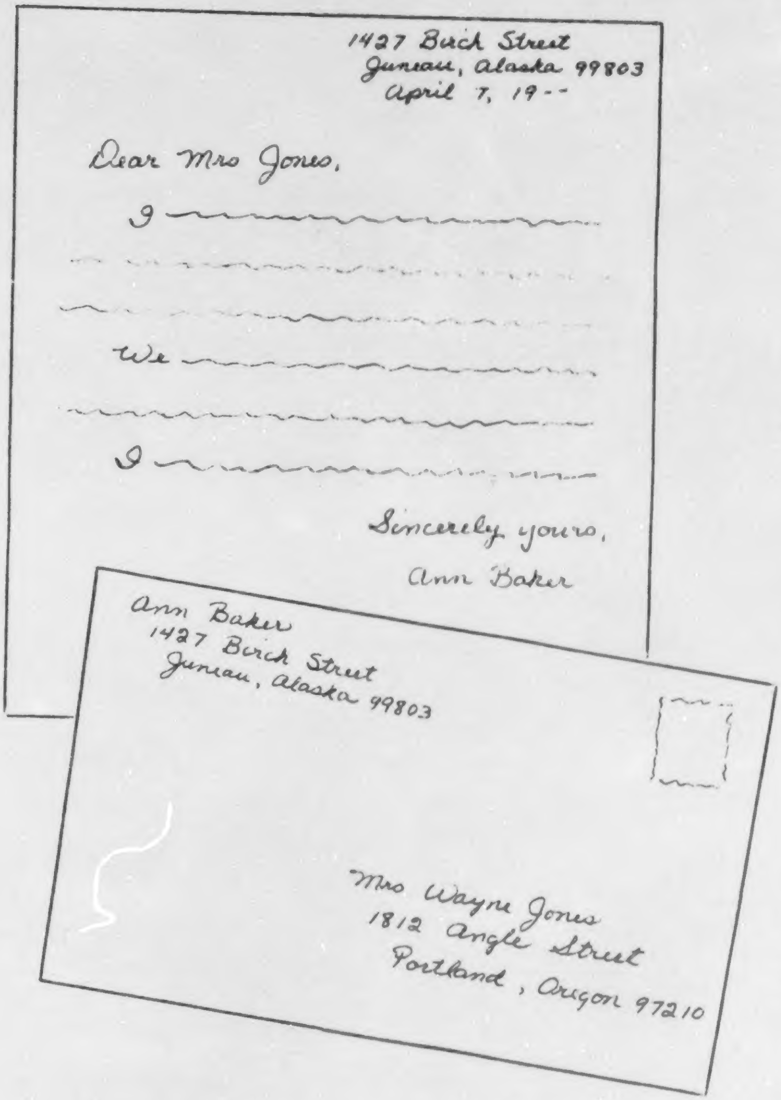
Here are the five parts of a friendly letter.



There are two forms you may use as you write friendly letters. (The indented form is usually used with hand written letters.)

Block	Indented
1427 Birch Street Juneau, Alaska 99803 April 7, 19--	1427 Birch Street Juneau, Alaska 99803 April 7, 19--

Indented Form



1427 Birch Street
Juneau, Alaska 99803
April 7, 19--

Dear Mrs Jones,

I

We

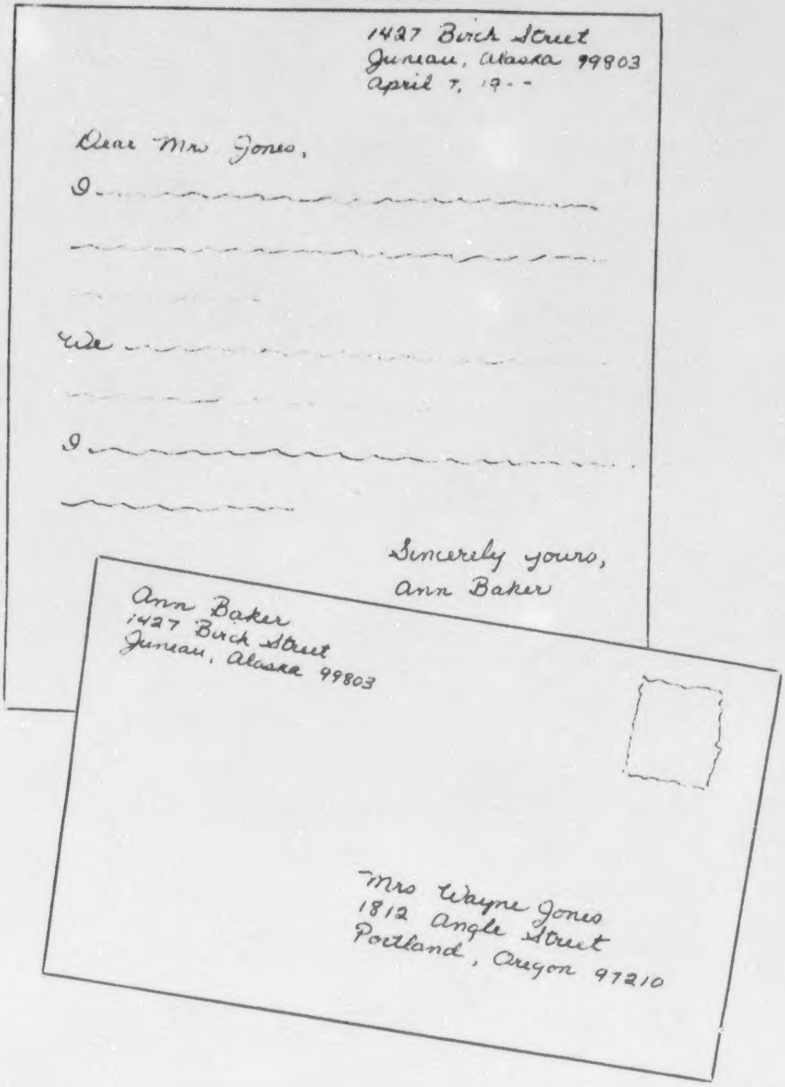
I

Sincerely yours,
Ann Baker

Ann Baker
1427 Birch Street
Juneau, Alaska 99803

Mrs Wayne Jones
1812 Angle Street
Portland, Oregon 97210

Block Form



1427 Birch Street
Juneau, Alaska 99803
April 7, 19--

Dear Mrs Jones,

I

We

I

Sincerely yours,
Ann Baker

Ann Baker
1427 Birch Street
Juneau, Alaska 99803

Mrs Wayne Jones
1812 Angle Street
Portland, Oregon 97210

The friendly letter you write today will be sent in for grading. It might be wise for you to make a rough draft of this letter on a sheet of paper before you copy it on the next page.

Choose one of these topics for your friendly letter.

1. Write a letter to a friend who has moved. Tell him or her of the latest family news.
2. Write a letter to a friend inviting him or her to come for a visit.
3. Write a letter to your grandmother telling her of some accomplishment.

Address

Name

MAIL THIS IN WITH YOUR UNIT XII TEST

Lesson 34

Assignment 3: Letters (Thank You, Invitation)

Objective: The student will be able to write thank you and invitational letters in an acceptable format.

A. Letters of Thanks

It is very important to write a thank you letter to someone who has sent you a gift. The thank you letter is very similar to the friendly letter. The format is the same. However, here are some suggestions for writing the thank you letter.

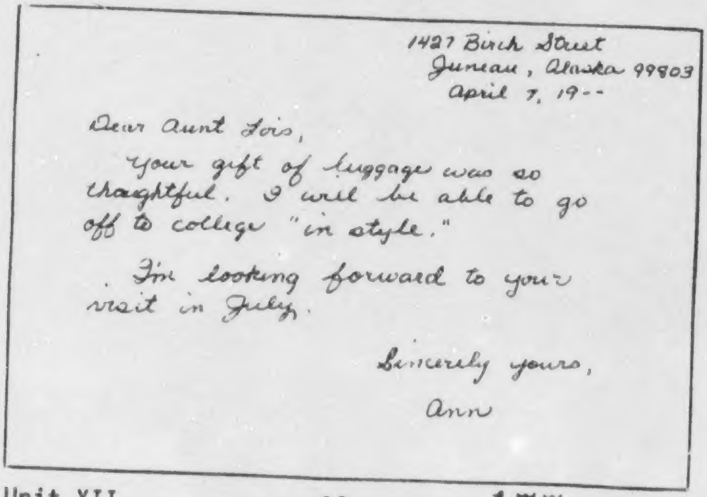
1. Write the thank you letter within 2-3 days of receiving the gift.
2. Don't make the letter too long. (However, be sure that you do a good job of expressing your gratitude.)
3. Be specific about why you think the gift is so welcome.

Letters of Invitation

When you are planning a party or going to ask someone to visit you, you should remember the following rules.

1. Send your invitation a week before the occasion is to occur.
2. Be sure that you give the other person all of the information about the event. (date, time, place)
3. Write the invitation so that the person feels that he/she is truly wanted.

Here are two examples of the thank you letter and the letter of invitation.



1427 Birch Street
Juneau, Alaska 99803
April 7, 19--

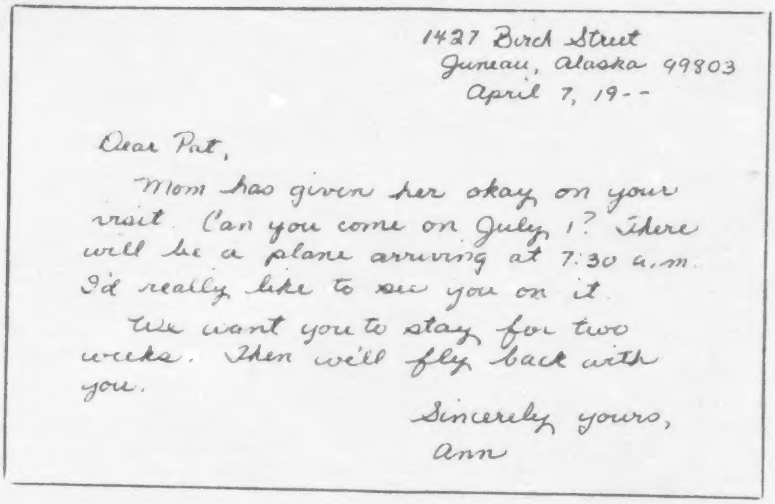
Dear Aunt Lois,

Your gift of luggage was so thoughtful. I will be able to go off to college "in style."

I'm looking forward to your visit in July.

Sincerely yours,

Ann



1427 Birch Street
Juneau, Alaska 99803
April 7, 19--

Dear Pat,

Mom has given her okay on your visit. Can you come on July 1? There will be a plane arriving at 7:30 a.m. I'd really like to see you on it.

We want you to stay for two weeks. Then we'll fly back with you.

Sincerely yours,
Ann

You will not be expected to write a thank you letter or an invitation until the final test for Unit XII. However, you must know how to write each of these. Review the information now.

Go on to assignment 4.

Lesson 34

Assignment 4: Letters (Business)

Objective: The student will be able to write a business letter in an acceptable format and address an envelope in an acceptable fashion.

Some of the most important writing you will do in your life will involve business letters. For this reason it is a good idea to be able to write an effective letter. The activities in this assignment have been designed to increase your skill in this area.

The parts of a business letter are:

1. Heading..........number, street, city, state, zip code, month, day, year
2. Inside address...name of the person or firm, number, street, city, state, zip code
3. Salutation.......*Dear* (name):
4. Body.............message
5. Closing..........*Very truly yours,*
6. Signature........your name

Study the following model of a business letter. Notice that a colon follows the salutation. Also, in the closing, you capitalize the first word only. A comma follows the closing. Type or print your name below your signature.

1427 Birch Street
Juneau, Alaska 99803
April 7, 19--

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Dear Sir:

I would like to request a copy of your pamphlet entitled "Safety in the Home." I understand the pamphlet is free.

Thank you for your consideration of this request.

Very truly yours,

Paul Jones

Choose one of these topics and write a business letter. Your letter should be accompanied by a facsimile of an addressed envelope. Be sure that your letter complies with all the principles of good business writing. Your business letter should be centered on an 8½ x 11 piece of white paper. If you can, type the letter. If you do not have access to a typewriter, write legibly.

--Write a business letter to a retail store explaining a problem (detailed below) and suggesting some acceptable solutions.

Suppose you recently purchased a small appliance from a large department store and found, after only two months, that it does not work as well as it should. You are not sure if it is still covered by warranty, and you no longer have the sales slip. But you do want some help -- repairs, replacement, or perhaps your money back.

Write the letter in such a way that you firmly state what you want, but at the same time you must not antagonize the company or offend the reader, for in that case, you probably will get nothing.

--Write a letter to the University of Alaska, Fairbanks, Alaska, 99701 for an application form and information about a course in secondary education.

--Answer this advertisement: HOSPITAL STAFF WANTED: Several positions. On the job training. Write for particulars and an application to Box 3342, Anchorage Daily Times, Anchorage, Alaska 99501.

Address ______________________ Name ______________________

MAIL THIS IN WITH YOUR UNIT XII TEST

Address

Name

Facsimile of Envelope
for the Business Letter

MAIL THIS IN WITH YOUR UNIT XII TEST

Key to Self-Check Tests

Lesson 34

Self-Check Test 34-1(A)

1. The wedding was on Tuesday, June 9, 1967, at 427 Maple Drive, Anchorage, Alaska.
2. They lived in Paris, France from January 4, 1954, to May 3, 1956.
3. Tuesday, February 17, 1943, was a date he would never forget.
4. Take this package to Apartment 16, 14 East Street, Juneau.
5. Don't forget that my holidays run from August 12 until August 27.

Self-Check Test 34-1(B)

1. The ferries leave Juneau at the following times: 2:15 p.m., 6:15 p.m. and 7:30 p.m.
2. (Opening to a business letter) Dear Sir: I am writing to you to request the following items: 1 can of white paint, 1 can of blue paint, and one can of paint remover.
3. Bring me a sandwich at 10:15 a.m. with a filling consisting of tomato, sprouts, cheese and lettuce.

Address ____________________ Name ____________________

Assignment 5: Worksheet 34

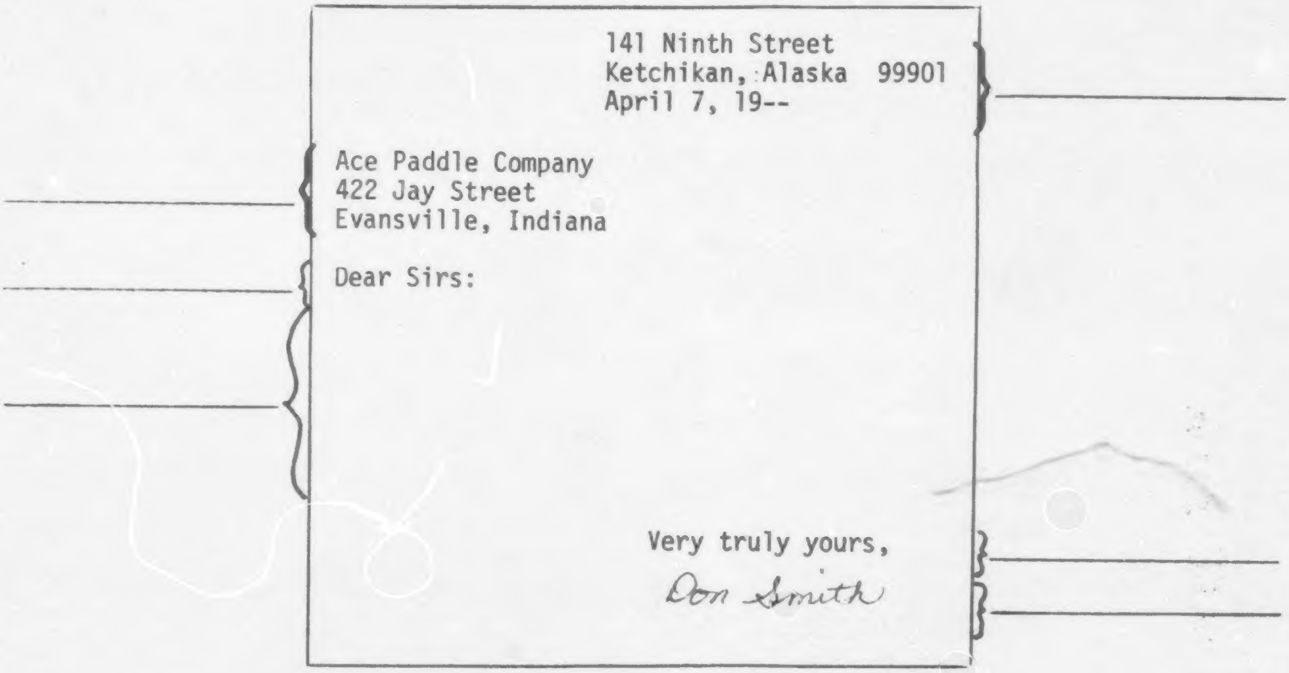
A. Directions: Insert commas where they are needed.

1. In February 1990 we will sail around the world.
2. On July 20 1969 an important walk was taken.
3. He lives at 1972 DeBarr Anchorage Alaska.
4. Wes will be gone from April 3 until June 12.
5. They moved from Portland Oregon to Hughes Alaska.

B. Directions: Supply colons where necessary.

1. My three best friends are Peggy, Don and Sally.
2. Dear Sir
3. Be here by 930 a.m.

C. Directions: Label the parts of this business letter.



141 Ninth Street
Ketchikan, Alaska 99901
April 7, 19--

Ace Paddle Company
422 Jay Street
Evansville, Indiana

Dear Sirs:

Very truly yours,

Don Smith

MAIL THIS IN WITH YOUR UNIT XII TEST

UNIT XII

LESSON 35

ASSIGNMENTS:

1. Forms
2. Resumé
3. Cover Letter
4. Worksheet 35A
5. Worksheet 35B

OBJECTIVES: The student will be able to:

1. organize the necessary information to fill out standard forms and complete standard forms used in business and personal affairs
2. write an organized and complete resumé and an application letter to go with the resumé.

Lesson 35

Assignment 1: Forms

Objective: The student will be able to organize the necessary information to fill out standard forms and complete standard forms used in business and personal affairs.

Your work in this assignment should help you to organize and fill out forms in a neat and acceptable manner. Remember that you will often be judged by the appearance and organization of the forms that you write. Be sure to follow all instructions exactly. Decide what you are going to write before writing it so you will not have to cross anything out.

Try not to leave any blanks on the forms that you are completing. If the information asked for does not apply to you, draw a line through that space and mark it, "Does not apply" or "N/A" (not applicable). Otherwise the spaces on the form may give an impression of carelessness on your behalf.

Now, try to complete the given forms. You may make up some information. In other words, if you would like to pretend you are graduating or have graduated from high school, do so. However, be sure that you make a serious attempt at completing the applications.

Compare your applications with the examples given in the key. Your answers will not be the same but they should be similar.

Self-Check Test 35-1

A. Directions: Pretend you are graduating this year and you wish to attend a community college. Complete this application for admission to a computer programming course at a community college.

ADMISSION APPLICATION

DATE ____________________

PLEASE PRINT

Program Desired: ______________________________

Date Program Begins: ______________________________

Full Name: (Mrs.) (Mr.) (Miss) ______________________________
(Surname) (First Name) (Middle Initial)

Home Address: ______________________________

Marital Status: ____________ Age: ____ Sex: ________

Date of Birth: Day _____ Month __________ Year ______

PREVIOUS SCHOOL RECORD:

Highest Full Grade Successfully Completed: ____________

Year School Grade Completed: ______

Name and Address of School Last Attended: ____________

____

____

Additional Training: ______________________________

____

____

Date: ____________ ______________________________
Signature

B. Complete this job application form.

APPLICATION FOR EMPLOYMENT

Name ______________________________ Phone ______________

Address ______________________________ Age ______________

Marital Status ______________ Soc. Sec. No. ______________

Condition of health ______________ Wt. ________ Ht. ________

Number of Dependents ________ Wife (husband) work? ______________

EDUCATION

High school grade completed ________ Year ________

List other education

COURSE	YEAR COMPLETED	SCHOOL

EXPERIENCE List all jobs under the given headings. Start with most recent or present position.

EMPLOYER	POSITION	FROM	TO	SUPERVISOR

LIST 3 REFERENCES HERE

Name	Address	Telephone

Date: Signature:

Lesson 35

Assignment 2: Resumé

Objective: The student will be able to write an organized and complete resumé.

An effective resumé will be of great assistance in obtaining a job. Actually you will probably never get an offer to work on the basis of your resumé, but it will get you an interview in which you will be able to sell yourself to an employer. For this assignment you will be required to complete an effective resumé, like the ones that follow. Start by doing a rough draft and finish with a final copy that is as neat and comprehensive as possible. Follow the outline below.

1. Your name, address and telephone (be sure to give a number where you can be reached during the day).
2. Work experience: month, year (most recent job)
   name of company, address, telephone
   position: (title)
   duties: (detailed description of job)
   reference: (name of supervisor, manager, etc.)
   reason for leaving:
3. Work experience: as above
4. Work experience: as above
5. Related experience: List these in short sentences. Include here any school activities, volunteer work or any hobbies that could be related to a job.
6. Equipment you can operate
7. Education: Public school, trade courses, on the job training. State where the course was and when you took it.
8. Personal data: height, weight, health, marital status, birthdate
9. Hobbies: list only a few
10. References: List three work and/or character references with address and telephone number, or state that references will be available on request.

List any other information that you feel may be pertinent to the position that you are applying for. Try not to exceed one page in length. Check the following resumé to get an idea of what can be done.

Sample Resumé

GARDENER, WILLIAM L.
1153 Burnaby Street,
Glennallen, Alaska 99588

Telephone: 628-3487

WORK EXPERIENCE:	Employer: Advance Building Construction, 102 West 1st, Anchorage, Alaska 99503
Aug.71 to Feb. 72	Duties: Clearing brush, digging trenches, pouring concrete, lanscaping
June 68 to June 71	U.S. Marine Corps Supply Clerk
Jan. 66 to June 68	Builders Inc., 1492 Northern Light Blvd., Anchorage, Alaska 99502 Duties: Deliverying supplies to construction sites and checking invoices
July 64 to Oct. 65	Apple Bros. Bakery, 5376 Richler Ave., Seward, Alaska 99664 Duties: Van boy - loading bread trucks, making deliveries and collections with the driver
EDUCATION:	Dimond High School, Anchorage, Alaska 99503 Completed Grade 9 in June, 1963
	Correspondence Study Pouch GA, Juneau, Alaska 99801 March 72 to July 72
	Seward Skills Center Seward, Alaska Sept. 72 to March 73
EQUIPMENT I CAN OPERATE:	All carpenter's hand tools, cement mixer, power tools, utility vehicles
HOBBIES AND INTERESTS:	Music, sports, photography, reading
PERSONAL DATA:	Age - 25 Birthdate - February 4, 19-- Marital Status - Single Soc. Sec. No. - 761-30-7429
REFERENCES:	Mr. Derek Smith, Superintendent Advance Construction 102 West 1st, Anchorage, Alaska 99503
	Mr. S.W. Rodgers 3323 W. 36th Anchorage, Alaska 99503

On a separate piece of paper write a resumé. Follow all of the directions given in this assignment. Your resume may include actual jobs you have had or jobs that you would like to have. However, your resumé should be realistic. Save this paper. You will use it later in this lesson.

Lesson 35

Assignment 3: Cover Letter

Objective: The student will be able to write an application letter to go with a resumé.

You should always enclose a cover letter with a resumé.

The covering letter should:

1. be written in business style.
2. direct the reader's attention to the position applied for.
3. tell how you heard of the vacancy.
4. arouse the reader's interest. Feature whatever it is that you feel qualifies you for this job. Describe why it would be to the employer's advantage to hire you.
5. request an interview.

Study the example of the cover letter which is given here on the next page. Then write a cover letter to accompany the resumé you wrote yesterday. Be sure you save this cover letter.

SAMPLE OF AN APPLICATION LETTER TO GO WITH A RESUMÉ

410 Tenth Street East
Portland, Oregon 97210
November 9, 1978

Mr. John Reede, Personnel Manager
Reede's Electric Service
624 Main Street
Salt Lake City, Utah 84111

Dear Sir:

Please consider my application for the job of electric repairman, advertised in Friday's Beacon. I believe that my training and experience have prepared me to handle the job to your satisfaction.

I am 30 years old, married and have two children. I completed grade twelve with the Correspondence Study High School in May of 1976. Since then, I have taken a 12-week electrical construction course at a community college. For the past year, I have been employed by Mr. Joe Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man.

Enclosed you will find a complete job and personal resumé which includes references.

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (Area Code 503) 864-3291.

Sincerely yours,

Robert Smith

encl.

① RETURN ADDRESS AND DATE - Give your full mailing address and the date you are writing the letter. The month is written full and not abbreviated.

② INSIDE ADDRESS - This is placed at the left margin but lower than the date. It includes:

a. the name of the person to whom you are writing (sometimes the name is not given).
b. the title or position of the person.
c. name of the organization or business.
d. the full address.

Notice the punctuation in all parts.

③ GREETING - The greeting should be the standard business address such as "Dear Sir:" or "Dear Madam:." In the case of applying where "Apply to the Manager" is advertised, "Dear Sir:" is the more appropriate. If no name or position is given and you have the name of the organization only, then direct your letter to "The Manager" in the inside address and use "Dear Sir:" in the greeting.

④ THE POSITION APPLIED FOR - Give the name, number (if known) or description of the job as it appeared in the advertisement. Also state where you learned of the job opening.

⑤ QUALIFICATIONS - Give the important details of your qualifications particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he will want to know more about you.

⑥ ENCLOSURES - State in a sentence or two what you are enclosing with the letter.

⑦ REQUEST FOR AN INTERVIEW - Show that you wish to have a job interview and show that you can be available. State any times you are not available due to work, or other reasons.

⑧ CLOSE - Include a complimentary close such as "Sincerely yours," or "Yours truly," sign with your signature and type or print your name. The "encl." at the left means "enclosures" which indicates that you are sending something with the letter. In this case a resumé is enclosed.

Go to assignment 3.

Key to Self-Check Tests

Lesson 35

DATE *May 19, 19--*

PLEASE PRINT

Program Desired: *Computer Programming*

Date Program Begins: *September 14, 19--*

Full Name: (Mrs.) (Mr.) (Miss) *Jones* (Surname) *James* (First name) *A* (Middle initial)

Home Address: *999 Aberdeen Homer, Alaska*

Marital Status: *Single* Age: *22* Sex: *Male*

Date of Birth: Day *12* Month *November* Year *19--*

PREVIOUS SCHOOL RECORD:

Highest Full Grade Successfully Completed: *12*

Year School Grade Completed: *19--*

Name and Address of School Last Attended: *Correspondence Study, Pouch GA, Juneau, Alaska 99811*

Additional Training: *None*

Date: *May 19, 19--* Your signature: James A. Jones

Lesson 35

Assignment 4-5: Resumé and Cover Letter

Objective: The student will be able to write an organized and complete resumé and an application letter to go with the resumé.

Your final assignment for this lesson is to rework and recopy your resumé (assignment 2) and your cover letter (assignment 3). Both of these should be checked carefully. Correct the rough drafts that you have written. Compare them to the examples that were given. When you are satisfied that your resumé and cover letter are perfect, recopy them and mail them with your Unit XII Test. Be very sure that you have done the best job that you possibly can. These two papers will count as part of your final test grade. Make them perfect.

Address ______________________ Name ______________________

Resume

MAIL THIS IN WITH YOUR UNIT XII TEST

Address ____________________ Name ____________________

Cover Letter

MAIL THIS IN WITH YOUR UNIT XII TEST

UNIT XII

Lesson 36

ASSIGNMENTS:

1. Story ("The Ransom of Red Chief")
2. Writing
3. Review
4. Test (Applications)
5. Unit Text XII A

OBJECTIVES: The student will be able to:

1. answer comprehension questions about a given story.
2. construct a story that contains humor similar to that in "The Ransom of Red Chief."

Lesson 36

Assignment 1: Story ("The Ransom of Red Chief")

Objective: The student will be able to answer comprehension questions about the story.

Have you ever known any mean little kids? Were you a mean little kid? The story you read today will probably remind you of someone you've known or of yourself at some time in your life.

O. Henry is the pen name for William Sidney Porter (1862-1910). Porter was born in North Carolina. However, he was forced to move to Texas because of his poor health. In Texas, he worked for a newspaper. He was also a teller in a bank. While working at the bank, he was accused of embezzling money. Porter ran away to Central America, but had to return when his wife became ill. He was arrested and sent to prison for three years (1897-1901). In prison he began to write short stories which he sent to magazines for publication. He used the pseudonym O. Henry when he sent his stories. When he was released from prison he went to New York to write for various newspapers and magazines.

"The Ransom of Red Chief" is a funny story in which the "bad guys" don't seem so bad and the "poor little kidnapped child" is a winner. Read this story with a twist. You'll find it on page 101 of Stories That Live. After you have finished the story, answer the questions on pages 108-109.

Self-Check Test 36-1

A. 1. kidnapping
   2. opportunity
   3. stable
   4. freckles
   5. midnight

B. 1. F
   2. F
   3. F
   4. T
   5. T
   6. T
   7. F
   8. T
   9. F
   10. T

C. 1. C
   2. I
   3. A
   4. B
   5. G
   6. H
   7. E
   8. J
   9. F
   10. D

Lesson 36

Assignment 2: Writing

Objective: The student will construct a story that contains a humor similar to that in "The Ransom of Red Chief."

As your assignment for today, you are to write a humorous story similar to the one you read yesterday. The story must have a child in it, and the humor must center around that child. If you can recall incidents from your childhood that were funny, write about them. If you know a child who is mischievious or funny, write about him or her. Or, let your imagination create the "perfect, funny child." You should definitely use exaggeration.

Write your story on the next page. Use the back of the page if you need more room. This is to be sent in as a worksheet.

Address　　　　Name

MAIL THIS IN WITH YOUR UNIT XII TEST

Lesson 36

Assignment 3: Review

Your test for Unit XII will be in two parts. Tomorrow you should ask your supervisor for the two application blanks which are included as parts of your test packet. These are to be filled out as completely as possible. You must have every part completely correct to get a good grade.

On the next day you will take a test that covers the following:

1. Commas and colons
2. Friendly letters
3. Business letters
4. Resumes
5. Cover letters
6. "The Ransom of Red Chief"

Spend your hour today in study for these two tests. Tomorrow, ask your supervisor for the application forms. Complete these and return them to your supervisor. Then, on the next day, ask for Unit Test XII A. When you have finished this test, give it to your supervisor for mailing.